

THE **EDIBLE**
SCHOOLYARD
PROJECT



Cooking with Curiosity

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A **BRIET** EDITION

**I'm Alice Waters,
founder of the Edible Schoolyard Project.**

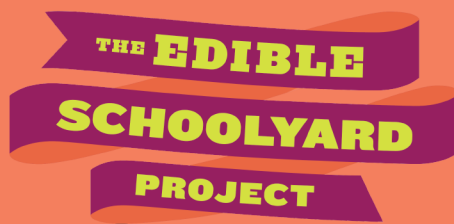
Libraries are so vital to democracy. As more information moves online, libraries need to be able to acquire and distribute digital content, like the Edible Schoolyard Project's curriculum.

It is important to preserve our work for future students and teachers.

This ebook edition of *Cooking with Curiosity* was compiled by Kenta Bloom and Jacob Ford of the Brick House Cooperative.

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Including this one, called Fern.



THE EDIBLE SCHOOLYARD PROJECT



COOKING WITH CURIOSITY: Challenging Perfection with Reflection

A curriculum that supports cooking skill development through reflection, experimentation, and choice-based recipes

Edible Education at Home:

At The Edible Schoolyard Project, we believe that students' experiences outside of school are just as meaningful as their experiences at school. We seek to bring students' lived experiences into our classrooms to connect their lives to their learning. Now, widespread distance learning has created a moment in which learning primarily occurs outside of formal learning environments. The Edible Schoolyard aims to support students, teachers, and families through a suite of lessons and activities designed for the home classroom.

ABOUT THIS CURRICULUM

Overview:

This 16-week distance learning curriculum equips students with the tools to grow their confidence, abilities, and investment in the kitchen while helping them to investigate their personal connections to foods and cooking. We provide skills videos and choice-based recipes to build students' kitchen skills and integrate reflective practices throughout the learning process. Reflective practices encourage students to observe what went well and to find learning opportunities in what they might otherwise deem as "failures" in the kitchen. By re-orienting students towards reflective practices, we challenge notions of perfection. A culture of perfection teaches us that there is a "correct" way to make food, and that failure is shameful. The result is that we may be less likely to take risks, for fear of failure. Perfection culture tells us that our mess-ups say something about our character, rather than creating learning moments. As educators, we must challenge these notions and teach our students that a kitchen is a wonderful place to experiment, to learn from our mistakes, and to take every moment as an opportunity for reflection. These lessons seek to empower students to be present in the kitchen, to be curious about their own learning process, and to enjoy food in all its forms.



COOKING WITH CURIOSITY

This curriculum is written with sixth- to ninth-grade students in mind. However, all of the lessons are easily adaptable for younger students. To adapt for earlier grades, we suggest integrating more synchronous learning and guiding students through the lessons.

The curriculum is intended to be taught sequentially, starting with unit one and ending with the final project in unit four. However, each lesson and unit can be taught on its own. All lessons are written to a student audience and can be completed asynchronously with teacher supports.

Curriculum Goals

The goals of this curriculum are to introduce students to cooking skills and reflection practices so that they can cook confidently on their own terms. Skill development lessons and choice-based recipes encourage personalized learning. Lessons include space for students to apply those skills to personal food histories and stories. Ideally, students will walk away from these lessons with practical kitchen skills, a curiosity-driven approach to food, and a deepened connection to the dishes and recipes that are meaningful to them and their family members.

Essential Questions

- How might learning new skills in the kitchen encourage students to question expectations of perfection, allowing students to let themselves make mistakes and experiment?
- How might skills-based kitchen lessons teach students to experiment and cook on our own terms?
- How might cooking create a deeper relationship with the past—connecting food histories and family traditions and stories—and what foods are meaningful to each student?

Guiding Principles

The curriculum is centered on three guiding principles that support learning in the kitchen.

- **Experimentation is encouraged and supported within instructional frameworks that ensure students are set up for success.** While we believe that no experiment in the kitchen is a failure (even if the end product doesn't turn out the way students want), we also believe it's important to guide students towards successful experimentation by scaffolding choices in the kitchen. For us, this means designing recipes that are flexible and allow students to make some decisions around ingredients. When choice-based recipes are utilized, students are given the freedom to experiment within a framework that sets up success.



COOKING WITH CURIOSITY

- **We cannot learn how to cook without trial and error and reflection.** We must teach students to be comfortable with making mistakes when learning a new skill and developing their cooking practice. One aspect of this is supporting them to be okay when food does not turn out the way they want it to. In order to do this, we focus on reorienting our relationships to what we deem as “failures” in the kitchen and support students to be reflective of why things don’t work out.
- **Cooking is a way to deepen our relationship with food, families, and places.** All cooking creates opportunities for shared learning and community building. When students get to share what they cook with their peers and families, they feel proud and it builds their confidence. These are important experiences to support the development of their self-efficacy.

Cooking evokes memories and stories that connect us to our past, our families, and our histories. Cooking is at the center of many cultural traditions. Connecting the practice of cooking to students’ lives can affirm our cultural funds of knowledge, backgrounds, and identities. We’ve taken care to design experiences that welcome and affirm all students’ lived experiences with food.

Core Learning Strategies

Our three core learning strategies frame the educational approaches and instructional practices that undergird this curriculum.

- **Watch and Practice:** Our instructional videos introduce students to key cooking techniques designed to get them to practice skills. These skills serve as the building blocks of learning how to cook. Students will be asked to watch the videos and then practice the skill covered in the video. Alternatively, you can choose to hold synchronous classes where you teach the skill rather than presenting students with a video.

Instructional Practices and Activities:

- [Utilizing videos as an instructional tool](#)
- Synchronous learning through demonstration (optional)
- Independent practice: Asynchronous learning time

- **Create and Reflect:** Once students have gained proficiency with a skill, they will use our “Create Your Own,” flexible, choice-based recipes that give them decision points with various ingredients in the recipe. Unit learning focuses heavily on reflecting on the process of cooking, identifying what worked, and what didn’t. Additionally, each unit ends with a set of reflection questions that urge students to reflect on what worked and what they can learn from.

Instructional Practices and Activities:

- Self-guided cooking projects (utilizing “Create Your Owns”)
- Rituals and practices for reflection; [kitchen habits of mind](#), [reflection wheel](#), and [reflection activities](#).

- **Collaborate and Share:** Throughout the curriculum, students are encouraged to share what they have created with a family member, friend, their classmates, or their teacher. We believe that sharing and connection is a vital part of kitchen learning. As students explore in their own kitchens, virtual platforms allow students to share and connect. Supporting open sharing and creating an environment in which students feel they can share without judgment builds their confidence.

Instructional Practices and Activities:

- [TEACHER RESOURCE]: [Sharing Toolkit for Teachers](#)
- [STUDENT RESOURCE]: [Sharing What You Made](#)

Standards

This curriculum is aligned with the [Common Core Standards State Standards](#).

- Comprehension and Collaboration:
 - CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas, and expressing their own clearly and persuasively.
 - CCSS.ELA-LITERACY.SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Vocabulary Acquisition and Use:
 - CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



COOKING WITH CURIOSITY

- Conventions of Standard English:
 - CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Writing:
 - CCSS.ELA-LITERACY.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Assessments:

Formative assessments allow you to get a sense of what students are learning and experiencing. Each lesson asks students to complete reflections. These reflections can serve as your formative assessments and evidence of student work. Reflections activities are designed with [Universal Design for Learning Frameworks](#) in mind, which integrates choice and multimodal ways of learning.

It's important to note, the formative assessment tools used in this curriculum are written mostly to gauge what the students are experiencing, with an emphasis on common-core ELA skills. As a curriculum that is intentionally written for students to freely explore cooking, the curriculum is less concerned with evaluating students' proficiency with certain cooking skills.

Summative assessment: Unit four of this curriculum is focused on a culminating final project. The entire unit serves as the summative assessment for this curriculum.

HOW TO USE THIS CURRICULUM

This document provides all of the lesson plans, resources, worksheets, and links to complete this 16-week (60 minutes, once a week sessions) curriculum. The curriculum is broken up into four units:

Unit One: Getting Familiar in the Kitchen

Unit Two: Skills Part One: Prep Skills

Unit Three: Skills Part Two: Cooking Skills

Unit Four: Final Project: Recipes of Meaning

Each unit has a number of lessons for students to complete. Each lesson is written for the student audience and directs students on how to complete the lesson. The following curriculum map outlines the sequence of the curriculum and references all of the lessons and key resources for each unit. All lesson plans are available as a download through the hyperlinks in the curriculum map and unit introduction pages.

*Note that this version of this document only contains live links for Unit 1. New versions of this document will be released along with each subsequent unit. Check the [Edible Ed at Home webpage](#) for new releases.



COOKING WITH CURIOSITY

Curriculum Map

Unit One: Getting Familiar in the Kitchen

This unit introduces students to basic kitchen skills, such as knife safety and recipe reading. The primary focus of the unit is to introduce students to the curriculum's reflection practices and habits of mind.

Essential Questions:

- How does our way of thinking impact our time in the kitchen?
- Why should we take time to reflect when we cook?
- How do we define "success" in the kitchen?
- What makes a recipe special to you?
- What does it mean to be a "good" cook?
- What are the important knife safety skills?
- What are recipes and why are they important?
- What is flavor?
- What is organic? And what does it represent?
- Why clean?
- Why is cleaning as you cook a good habit?
- What tasks must be completed to "clean" a kitchen?

Objectives: Students will...

- Understand the difference between precise recipes and flexible recipes.
- Understand how to hold a knife safely
- Practice critical thinking skills by analyzing recipes.
- Prepare for and participate effectively in a range of conversations
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Practice reflective thinking and responding.
- Know the basic components of flavor
- Explore and discuss their understandings of what organic is and what it represents to them
- Understand what needs to be cleaned in a kitchen and how to clean those things
- Learn fun strategies to make cleaning feel less of a hassle
- Practice cleaning habits of mind

Lesson 1: [Kitchen Habits of Mind](#)

Lesson 2: [Kitchen Reflection Wheel](#)

Lesson 3: [4 Levels of...](#)

Lesson 4: [Knife Safety](#)

Lesson 5: [Planning Sharing and Extension Activities](#)

Lesson 6: [How to Read a Recipe](#)

Lesson 7: [A Clean Kitchen](#)

Lesson 8: [What is Flavor?](#)

Lesson 9: [What is Organic?](#)

Assessments: All completed worksheets can be evaluated to determine student progress

Unit Two: Skill Part One: Prep Skills

In this unit students will watch short instructional skills videos, introducing them to basic kitchen skills, such as knife cuts, slicing, mincing. Students will be asked to watch the videos and then practice the skill. Once students have gained proficiency in that skill, students will use complete “Create Your Own,” lessons that use flexible recipes and that give students free-choice with various ingredients in the recipe. Learning focuses heavily on students reflecting on the process of cooking; identifying what worked and what didn’t.

Essential Questions:

- How do we develop and refine our kitchen skills?
- How might cooking missteps or failures teach us to become better cooks?
- What are the important skills to learn in the kitchen?
- How do your cooking choices help you to make recipes your own?

Objectives: Students will...

- Further their understanding of the difference between precise recipes and flexible recipes.
- Be introduced to approximation in recipes
- Reflect on their experiences in the kitchen
- Understand and practice the process of quick pickling
- Understand and practice basic cuts, such as dicing, chiffonading, julienning, and splicing.
- Practice mincing.
- Prepare for and participate effectively in a range of conversations
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Make choices in the ingredients of their recipes and reflect on those selections
- Practice reflective thinking and responding.

Lesson 1: [How to: Cut Vegetables](#)

Lesson 2: [Your Perfect Slice](#)

Lesson 3: [Create Your Own: Quick Organic Pickles](#)

Lesson 4: [Extension Activity: Kitchen Tool Exploration \(Suggested\)](#)

Lesson 5: [How to: Mince](#)

Lesson 6: [Create Your Own: Yogurt Sauce](#)

Lesson 7: [Extension Activity: Peer Check In \(Suggested\)](#)

Lesson 8: [Create Your Own: Salad Dressing](#)

Lesson 9: [How to: Approximate Recipes](#)

Lesson 10: [Sharing What You Made](#)

Assessments:

- All completed worksheets and lesson plans can be evaluated to determine student progress.
- A strong focus on this curriculum is allowing students to explore cooking freely, therefore we don’t suggest evaluating students on recipe outcome. Instead, we suggest using student responses to reflection prompts to gauge what students are learning.



COOKING WITH CURIOSITY

Unit Three: Skills Part Two: Cooking Skills

This unit builds on the learning objectives of Unit 2. Similarly, students will watch short instructional skills videos, then practice that skill. Again, once students have gained proficiency in that skill, students will use complete “Create Your Own,” lessons that use flexible recipes and that give students free-choice with various ingredients in the recipe. The lessons in the unit focus on students practicing cooking skills; using the stove and oven. Learning focuses heavily on students reflecting on the process of cooking; identifying what worked and what didn’t.

Essential Questions:

- How do we develop and refine our kitchen skills?
- How might cooking missteps or failures teach us to become better cooks?
- What are the important skills to learn in the kitchen?
- How do your cooking choices help you to make recipes your own?

Objectives: Students will...

- Further their understanding of the difference between precise recipes and flexible recipes.
- Understand and practice the basics of whisking, emulsifying, sauteing, blanching, roasting, and baking.
- Reflect on their experiences in the kitchen
- Prepare for and participate effectively in a range of conversations
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Make choices in the ingredients of their recipes and reflect on those selections
- Practice reflective thinking and responding.

Lesson 1: [How To: Flip Food](#)

Lesson 2: [Create Your Own: Sautéed Vegetables](#)

Lesson 3: [How To: Whisk and Emulsify](#)

Lesson 4: [Create Your Own: Any Organic Greens Pesto](#)

Lesson 5: [Sharing What Your Made](#)

Lesson 6: [How To: Cut Vegetables \(Review\)](#)

Lesson 7: [Create Your Own: Grain Bowl Recipe](#)

Lesson 8: [Extension Activity: Interview an Elder \(Suggested\)](#)

Lesson 9: [How To: Basic Baking Methods](#)

Lesson 10: [Create Your Own: Seasonal, Organic Fruit Muffin](#)

Lesson 11: [Extension Activity: Decorate a Recipe \(Suggested\)](#)

Lesson 12: [Sharing What You Made](#)

Assessments:

- All completed worksheets and lesson plans can be evaluated to determine student progress.
- A strong focus on this curriculum is allowing students to explore cooking freely, therefore we don’t suggest evaluating students on recipe outcome. Instead, we suggest using student responses to reflection prompts to gauge what students are learning.



COOKING WITH CURIOSITY

Unit Four: Final Project: Recipes of Meaning

This unit serves as the culminating project and summative assessment of the curriculum. In the final project, students will demonstrate their newfound kitchen abilities by making a recipe of your choice and documenting your cooking process. This is an opportunity for students to practice what they have learned by making a dish that is meaningful for you. The end product will be a multi-part post to the sharing platform agreed upon by the teacher that includes a description, a recipe, a skill demonstration, a written or recorded reflection, and a photo essay.

Essential Questions:

- What foods are meaningful to us?
- How does reflecting on what we learn, practice and cook make us better chefs? How might cooking missteps or failures teach us to become better cooks?
- What does it mean to be independent in the kitchen?

Objectives: Students will...

- Research recipes and consider flavor combinations
- Make choices in the ingredients of their recipes and reflect on those selections
- Practice reflective thinking and responding.
- Identify ingredients that are meaningful to them and use persuasive language to make a claim as to why they chose them
- Choose two ingredients that are important to them and create or select a recipe
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will document their cooking processes and demonstrate that they have practiced skills presented throughout the curriculum
- Track their progress towards a goal
- This unit serves as the culminating project and summative assessment of the curriculum. See the final project outline and teacher rubric for how to evaluate students.

Lesson 1: [Five-Ingredient Recipe](#)

Lesson 2: [Your Ingredients](#)

Final Project: [Recipes of Meaning](#)

Curriculum Contributors:

Raquel Vigil, Curriculum Designer

Raquel is Edible Schoolyard's Curriculum Specialist and a co-designer of [Edible Education at Home](#). Prior to joining Edible Schoolyard she founded an Urban Agriculture Career Technical Education Program at Mission High School in San Francisco, where she taught for seven years. Raquel holds a Masters in Curriculum and Teaching from Teachers College, Columbia University and a Certificate in Horticulture from the Center for Agroecology and Sustainable Food Systems.

Rachel Mewes, Consultant

Rachel recently graduated from Teachers College, Columbia with a Masters in Curriculum and Teaching and a Sexuality, Women, and Gender Certificate. She is committed to innovative pedagogy that centers student knowledge and actively challenges injustice and oppression. Rachel has facilitated a diverse range of programming for youth and adult audiences and designed curriculum in school, museum, and extracurricular settings. She is thrilled to form a part of the incredible work of the Edible Schoolyard Project.

Nick Lee, Editor and Contributor

Nick is the Senior Program Manager at The Edible Schoolyard Project and a co-designer of [Edible Education at Home](#). Nick is an educator, cook, curriculum writer, and trainer. For the past seven years he taught cooking to middle and high school youth at the Edible Schoolyard Project in Berkeley, California. Nick sees cooking as a pathway to support youth to deepen their relationship with food and learn how food impacts their own health, the health of the planet, and the health and wellbeing of the people working in the food system. Nick is also the lead trainer for the Edible Schoolyard Project helping educators and school food professionals develop their own edible education programs.

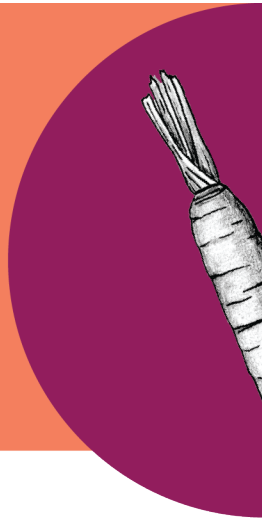
Additional Contributors:

Russell Sterten, ESYF Community Manager, provided editorial and tech support
Tais Reis, Chef Teacher, provided illustrations

About The Edible Schoolyard Project:

The Edible Schoolyard Project (ESYP) is an organization dedicated to the transformation of public education by using organic school gardens, kitchens, and cafeterias to teach both academic subjects and the values of nourishment, stewardship, and community. Edible education provides hands-on experiences that connect students to food, nature, and each other; and it systematically addresses the crises of climate change, public health, and social inequality. At its heart is a dynamic and joyful learning experience for every child. The Edible Schoolyard Project was founded in 1995 by Alice Waters, former Montessori educator, advocate of school-lunch reform, champion of regenerative agriculture, and founder and executive chef of Chez Panisse Restaurant in Berkeley, California.

THE **EDIBLE**
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PROJECT



RECIPE SUPPORTS [TEACHER RESOURCE]

Summary: This checklist details general equipment and bulk ingredients for the recipes featured in [Cooking with Curiosity](#). See recipes (listed below) for detailed ingredient lists.

Teacher Note: We recommend checking in with families about the equipment and bulk items your students have access to. Feel free to use the below check list to send to families.



LIST OF EQUIPMENT AND INGREDIENTS

This checklist details general equipment and bulk ingredients for the recipes featured in [Cooking with Curiosity](#). See recipes for detailed ingredient lists.

Equipment

- ☐ Saucepan
- ☐ Baking pan
- ☐ Cutting board
- ☐ Knife
- ☐ 2 pint-sized mason jars
- ☐ 2 small bowls
- ☐ Mixing bowl
- ☐ Whisk
- ☐ Muffin tin (can use a loaf pan if a muffin tin is not available)
- ☐ Muffin tin papers, optional
- ☐ A spoon
- ☐ A fork
- ☐ A dish towel

Bulk Ingredients

- ☐ Vegetable oil
- ☐ Olive oil
- ☐ Salt
- ☐ Pepper
- ☐ Garlic
- ☐ A type of vinegar (white, apple cider, red wine, rice-wine)
- ☐ A type of sweetener (granulated sugar, honey, palm sugar, agave)
- ☐ Baking powder
- ☐ Baking soda
- ☐ All-purpose flour, unbleached



RECIPES

Create Your Own Recipes

These recipes are adjusted to eliminate the choice-based options. See the create your own visual recipes for the choice-based recipes.

Unit 2 Recipes:

- Quick Organic Pickles
- Yogurt Sauce
- Salad Dressing

Quick Organic Pickles

Quick pickles are also known as refrigerator pickles. They are vegetables that are pickled in a solution of vinegar, water, and salt (sometimes sugar, too) and stored in the refrigerator.

This recipe makes 2-pint jars worth of pickles.

Ingredients:

- 4 medium-sized carrots
- ½ red or yellow onion
- 4 small radishes
- ½ cup apple cider vinegar
- ½ white vinegar
- 1 cup of water
- 1 tablespoons salt
- 1 tsp, dried oregano
- 1 garlic clove smashed.

Directions: Heat vinegar, water, seasonings, spices, salt, and sweetener (if using) in a saucepan. Once it comes to a boil, turn the stove off and leave the mixture to cool for 3 minutes. Prepare the vegetables by cutting them into sticks or slices. Place prepared vegetables into the jars. Pour the mixture over the vegetables in the jars. Leave the jars on the counter until they are cool. Lid them and store them in the refrigerator. They should keep for up to 3 weeks.

Yogurt Sauce

Ingredients

- 1 cup plain yogurt
- 2 tablespoons mustard
- 1 teaspoon cumin
- ¼ cup mint, chopped
- 2 tablespoons lemon
- 2 teaspoons minced garlic
- Salt and pepper to taste

Directions:

- Add all ingredients together and mix. Add salt and pepper to taste.

Salad Dressing

Ingredients:

- 3 Tablespoons apple cider vinegar
- 1 garlic clove, minced
- 1 tablespoon parsley minced
- 2 teaspoons dried or fresh mustard
- 2 teaspoons honey, optional
- ½ - ¾ cup olive oil
- Salt to taste

Directions:

- Mince herbs and garlic.
- In a bowl mix vinegar, garlic, parsley, mustard, and honey together.
- Slowly add olive oil to the other ingredients.
- Add the oil by pouring a thin stream, while whisking constantly. If the dressing is too thick add a little bit of water 1 teaspoon at a time.
 - Another Option: Put all the ingredients into a jar and shake vigorously. This is a great task for young ones to help with.
- **Add salt to taste**
- Want to make your dressing creamy? Omit ¼ to ½ cup oil and add:
 - ½ cup yogurt, ½ cup buttermilk, or ½ cup mayonnaise

Unit 3 Recipes

- Sautéed Vegetables
- Any Organic Greens Pesto
- Grain Bowl Recipe
- Seasonal, Organic Fruit Muffin

Sautéed Vegetables

Sautéing vegetables is a great way to prepare a quick, healthy side dish. Sautéing involves cooking over medium-high heat in a frying pan or skillet while tossing (saute means to leap or jump in French) to mix. Nearly any seasonal vegetable can be sautéed!

Ingredients:

- 1/2 bunch collards
- 2 cups broccoli, cut into bite-sized pieces, packed loose into a measuring cup
- 1-2 tablespoons olive oil
- salt to taste

Directions:

- Warm a skillet over medium-high heat for a minute. Add the olive oil and swirl to coat the bottom of the pan. After 10 or so seconds add your vegetables. Stir, occasionally flipping the food. Cook for 5 minutes. The longer you cook the vegetables the more tender they will be.
- Add salt and sprinkle with chili powder, sumac, and other spices

Any Greens Pesto

Ingredients:

- 1 ½ cup organic greens or herbs, packed into a measuring cup (cilantro, parsley, arugula, basil, or kale)
- Juice of ½ lemon
- 1/4 cup walnuts or sunflower seeds
- 1 clove garlic, minced
- ½ cup olive oil
- ¼-½ cup parmesan cheese, grated
- Salt to taste

Directions:

- Measure and prep all your ingredients
- Read the following steps for the equipment you chose:
 - Blender: Add all ingredients and blend until smooth
 - Food processor: Add all ingredients except your olive oil. Blend until chunky, then slowly add olive oil while the motor is running.
 - Mortar and Pestle: Mix all ingredients except olive oil and lemon juice. Pound into a paste, then add acid. Once incorporated, slowly add olive oil.

Note:

- For kale and other cooking greens, it is recommended to blanch them first. To blanch: place them in boiling water for 2-3 minutes, remove and plunge into iced water or place under cold running water (this step is called “shocking” or “refreshing”) to stop the cooking process
- This recipe is a great way to use up your greens that are wilting, in excess, or past their prime.

Grain Bowl Recipe

*This recipe will make 3-4 grain bowls.

Ingredients:

- 1 cup of raw radishes and carrots
- 1 cup roasted or sautéed sweet potatoes and broccoli.
- 3 cups cooked farro, (1 cup uncooked)
- 1 1/2 cup parsley and cilantro, chopped
- ½ cup feta cheese, optional
- ½ cup walnuts, optional

Vegetables are the star of the show for this recipe! We suggest going to your local farmers market to get the freshest and best tasting produce.

Step One: Prepare Vegetables. Choose the appropriate cooking method for your vegetables

- **Blanch:** Fava beans, English peas. **Directions:** To blanch: place them in boiling water for 2-3 minutes, remove and plunge into iced water or place under cold running water (shocking or refreshing) to stop the cooking process
- **Roast:** Beets, potatoes, butternut squash, sweet potatoes, broccoli. **Directions:** Cut vegetables all the same size. Roast in a pan tightly covered with tin foil with 1 tablespoon olive oil, and salt.
- **Sauté** mushrooms or broccoli. **Directions:** Cut into ¼-inch cubes and sautéed with olive oil and salt
- **Keep raw:** radishes, celery, carrots. **Directions:** Slice into ¼-inch-thick slices

Step Two: Cook Grains

- Cook farro. **Directions:** Fill a medium pot half full of water and bring to a boil. Add the farro or broth, then turn the heat to low and simmer. Cook until grains are tender. This should take between 20 and 40 minutes.

Step Three: Assemble Grain Bowl

- **Directions:** Start assembling your grain bowl by scooping grains into a larger platter, or you can divide all ingredients equally into 3-4 small bowls. Top with your vegetables and then finish with your toppings. Drizzle 1-2 tablespoons olive oil over your grain bowl and salt to taste.

Want to add a sauce? Try our other Create Your own Recipes as a sauce for your grain bowl: 1) Any greens pesto, 2) yogurt sauce, or salad dressing.

Seasonal, Organic Fruit Muffin

Makes 12 regular sized muffins.

Ingredients:

- 1 ½ cup all-purpose flour
- 1 cup whole wheat flour
- 1 ½ teaspoons baking powder
- 1/2 teaspoon baking soda
- 1/4 teaspoon salt
- ¾ cup cane sugar (raw and organic, if available)
- ½ cup of vegetable oil
- 1 cup buttermilk
- 1 egg
- 1 teaspoon vanilla extract
- 1 cup fruit, chopped

Directions:

Preheat the oven to 375 degrees.

- Step One: Measure out dry ingredients - flours, baking powder, baking soda, salt. Mix together in a bowl
- Step Two: In a bowl mix buttermilk, oil, sugar, and vanilla extract.
- Step Three: mix wet and dry
- Step Four: Add *seasonal fruit, cut into pieces, or left whole. Options: stone Fruit, strawberries, apricots, berries (blackberries, blueberries, mulberries, raspberries
- Grease muffin tins or line muffin pan. Fill each muffin cup almost full with batter, using two spoons. Place in the oven and bake until a toothpick inserted in the center of a muffin comes out clean, about 20 - 25 minutes. Transfer to a wire rack and let cool for about 5 - 10 minutes before removing from the pan.

*Toss fruit into 1 tablespoon of the flour mixture to prevent them from falling to the bottom.



RECIPE CARD VISUAL

RECIPE:

~ INGREDIENTS ~

~ INSTRUCTIONS ~

Front

Fold or cut here

Back

RECIPE:

~ INGREDIENTS ~

~ INSTRUCTIONS ~



FINAL PROJECT RUBRIC

Student Name:

This rubric is designed to evaluate the final project of Cooking with Curiosity. Students can review this document before submitting their project to see how their work will be evaluated. Teachers can use this rubric to assess student work.

Category of Assessment	4 – Exemplary ☐	3 - Accomplished ☐	2 - Developing ☐	1 - Beginning ☐	Comments
Recipe	Project includes all three of these elements: • Recipe contains two or more of the ingredients that are meaningful to students. • The recipe is detailed and has clear instructions. • Recipe utilizes skills learned during the course.	Project is missing one of these elements, or has one incomplete element: • Recipe contains two or more of the ingredients that are meaningful to students. • The recipe is detailed and has clear instructions. • Recipe utilizes skills learned during the course.	Project is missing two of these elements, or has two incomplete elements: • Recipe contains two or more of the ingredients that are meaningful to students. • The recipe is detailed and has clear instructions. • Recipe utilizes skills learned during the course.	All of these elements are incomplete or missing: • Recipe contains two or more of the ingredients that are meaningful to students. • The recipe is detailed and has clear instructions. • Recipe utilizes skills learned during the course.	



FINAL PROJECT RUBRIC

Category of Assessment	4 – Exemplary ☐	3 - Accomplished ☐	2 - Developing ☐	1 - Beginning ☐	Comments
Photo Essay OR Skill Video	Photo essay contains 5 or more photos from the cooking process. Each photo clearly demonstrates a step in the cooking process. Photo essay has descriptive captions. OR Project includes a skill demonstration in the form of a short video. Video is clear and bright. Video demonstrates that the student has practiced a technique from the lessons.	Photo essay contains 5 photos from the cooking process. Photos are clear and tell a story. Photo essay is shared and has some descriptive captions. OR Project includes a skill demonstration in the form of a short video. Video is slightly blurry, dark, or is difficult to see. Video makes it clear that the student has practiced a technique from the lessons.	Photo essay contains 3-4 photos. Photos are sometimes blurry or unclear, and/or lack an obvious progression. Photo essay is missing descriptive captions. OR Project includes a skill demonstration in the form of a short video but the student does not clearly demonstrate the skill. Project includes a skill demonstration in a form other than a video.	Photo essay is missing or contains two or fewer photos from the cooking process. Photos are often difficult to see or understand. Photos lack an obvious progression. OR Skill demonstration video is missing	



FINAL PROJECT RUBRIC

Category of Assessment	4 – Exemplary ☐	3 - Accomplished ☐	2 - Developing ☐	1 - Beginning ☐	Comments
Project Description	Description includes 3-4 sentences describing the dish and the reason for choosing the recipe. Description also includes one sentence about each of the special ingredients. Responses are exceptionally thoughtful and demonstrate a clear sense of self-awareness.	Description includes 2-3 sentences describing the dish and the reason for choosing the recipe. Description includes just one sentence describing the special ingredient. Responses are thoughtful and demonstrate self-awareness.	Description is missing an element or has an incomplete element. Description shows little self-reflection around the recipe and ingredient choices.	Description is missing multiple elements or has multiple incomplete elements. Description shows minimal self-reflection around the recipe and ingredient choices.	



FINAL PROJECT RUBRIC

Category of Assessment	4 – Exemplary ☐	3 - Accomplished ☐	2 - Developing ☐	1 - Beginning ☐	Comments
Reflection	Reflection is in the form of a 5-8 sentence paragraph or 1-2-minute voice memo. Reflection answers one of the three prompts thoughtfully and completely. Reflection uses critical thinking skills to discuss the cooking process. Reflection demonstrates a deep understanding of a concept covered in the previous lessons.	Reflection is in the form of a 5-8 sentence paragraph or 1-2-minute voice memo. Reflection answers one of the three prompts completely but lacks some depth or critical thinking. Reflection demonstrates a partial understanding of a concept covered in the previous lessons.	Reflection is in the form of a 3 sentences paragraph or shorter than a 1-minute video. Reflection answers lack depth.	Final reflection is missing.	

THE **EDIBLE**
SCHOOLYARD
PROJECT

COOKING WITH CURIOSITY: UNIT ONE INTRODUCTION



Summary: Unit one introduces students to basic kitchen skills, such as knife safety and recipe reading, along with basic information on organic and flavor. This document details the scope and sequence of Unit One, along with important notes for teachers.

See the Unit One Scope and Sequence (attached below) for a detailed outline of lessons.



Setting the Tone: This unit is written with a strong emphasis on introducing the routines and practices that set students up for success in subsequent units. Throughout the curriculum students are encouraged to reflect on their experiences in the kitchen and share their reflections and what they are making.

Learning Objectives:

- Understand the difference between precise recipes and flexible recipes
- Understand how to hold a knife safely
- Practice critical thinking skills by analyzing recipes
- Prepare for and participate effectively in a range of conversations
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Practice reflective thinking and responding
- Know the basic components of flavor
- Explore and discuss their understandings of what organic is and what it represents to them
- Understand what needs to be cleaned in a kitchen and how to clean those things
- Learn fun strategies to make cleaning feel less of a hassle
- Practice cleaning habits of mind



COOKING WITH CURIOSITY: UNIT ONE INTRODUCTION

PLAN: The resource, [Planning Sharing and Extension Activities](#) helps teachers plan how to integrate extension activities and how they will facilitate students sharing their work. Both of these practices are designed to help students reflect on their learning within this curriculum

READ: Teaching Extension Activities: We have designed a number of short activities that prompt students to consider various aspects of the cooking process. In the curriculum, every 2-3 lessons you will see a lesson that reads Extension Activities. This refers to a number of activities that students can choose from or that teachers can assign to their class. Teachers can use their best judgment when planning how to integrate extension activities for students. Here are some options for mapping the provided reflection activities into the curriculum:

- Follow the suggested outline provided in the curriculum map, assigning students the reflection activities as written.
- Allow students to make their own choices from the list of reflection activities when a reflection activity is listed in the curriculum.
- Use one or two of the reflection activities as ongoing tools that students will return to each time there is a reflection activity in the curriculum.

The following lessons in the curriculum prompt the use of these extension activities:

- Unit One:
 - Lesson Five: Introduce students to the format of the extension activities you will use. Provide instruction on where and how you want them to share.
- Unit Two:
 - Lesson Four: *Suggested activity* - Kitchen Tool Exploration
 - Lesson Seven: *Suggested activity* - Peer check-in
- Unit Three:
 - Lesson Eight: *Suggested activity* - Interview an Elder
 - Lesson Eleven: *Suggested activity* - Decorate a Recipe



COOKING WITH CURIOSITY: UNIT ONE INTRODUCTION

DO: Choose how you will be instructing students to complete the reflection activities. Will you be allowing students to make their own choices on which activity they will complete? Or will you be assigning the suggested activities?

NOTE: Below you will find links to each of the extension activities.

- [Kitchen Reflection Wheel](#)
- [Peer Check-In](#)
- [Decorate a Recipe](#)
- [Interview an Elder](#)
- [Kitchen Tool Exploration](#)

Additional Unit Teacher Notes:

- It can be challenging to gauge how long lessons take when taught via distance learning. The instructional minutes indicated for each lesson is the projected time it would take to teach that lesson synchronously. We suggest doubling suggested instructional time when directing students to complete the lessons on their own.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners. Consider also adding visual aids or creating a PowerPoint for those sections.



COOKING WITH CURIOSITY SCOPE AND SEQUENCE: UNIT ONE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources that accompany lesson plan
Week One					
Kitchen Habits of Mind	1.1: Lesson One	30—50 minutes	How does our way of thinking impact our time in the kitchen?	Practice reflective thinking and responding.	
Week Two					
Kitchen Reflection Wheel	1.2: Lesson Two	30-45 minutes	Why should we take time to reflect when we cook?	Practice reflective thinking and responding.	Wheel Visual Spin Your Reflection Wheel
4 Levels of...	1.3: Lesson Three	30-45 minutes	- How do we define “success” in the kitchen? - What does it mean to be a “good” cook?	- Prepare for and participate effectively in a range of conversations - Practice reflective thinking and responding.	
Week Three					
Knife Safety	1.4: Lesson Four	20 minutes	What are important knife safety skills?	Understand how to hold a knife safely	
Planning Sharing and Extension Activities [RESOURCE]	1.5: Lesson Five	10-30 minutes	- What makes a recipe special to you? - What makes cooking meaningful?	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	[PLANNING RESOURCE] Sharing Toolkit Sharing What You Made



COOKING WITH CURIOSITY SCOPE AND SEQUENCE: UNIT ONE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources that accompany lesson plan
Week Three Continued					
How to Read a Recipe	1.6: Lesson Six	30 minutes	What are recipes and why are they important?	- Understand the difference between precise recipes and flexible recipes. - Practice critical thinking skills by analyzing recipes.	
A Clean Kitchen	1.7: Lesson Seven	30 minutes	- Why is cleaning as you cook a good habit? - Why clean? - What tasks must be completed to "clean" a kitchen?	- Understand what needs to be cleaned in a kitchen and how to clean those things - Learn fun strategies to make cleaning feel less of a hassle - Practice cleaning habits of mind	Cleaning Checklist and Activities
Week Four					
What is Flavor?	1.8: Lesson Eight	20-40 minutes	What is flavor?	Know the basic components of flavor	
What is Organic?	1.9: lesson Nine	20-40 minutes	What is organic? And what does it represent?	Explore and discuss their understandings of what organic is and what it represents to them	[TEACHER RESOURCE]: Tips for Open Discussion

THE EDIBLE SCHOOLYARD PROJECT

KITCHEN HABITS OF MIND

Student Name: _____

Summary: Experimenting and reflecting are important parts of learning to cook. Your mindset (how you think about something) impacts how we approach our time in the kitchen. Here are some kitchen habits of mind that can help you reflect and experiment as you cook: *embrace failures as learning opportunities, stay curious, observe using all of your senses, and know when to challenge yourself and when to ask for help.* In this lesson, you will read about these kitchen mindsets in preparation to start cooking

Time: This lesson is estimated to take 30 minutes to complete. However, we encourage allocating more time (approximately 20 minutes) if a jigsaw group discussion is included.

Vocabulary:

- **Mindset:** A way of thinking about something
- **A habit of mind:** A practiced approach to thinking through problems

Before You Get Started:

- Print out the Kitchen Habits of Mind (attached below)

Materials:

- A pen or pencil
- A computer to view the lesson



KITCHEN HABITS OF MIND

READ: Read through the kitchen habits of minds (listed below) once. Then, read the kitchen habits of minds again. Talk to the Text by using a pen or pencil to underline and circle words, ask questions, and make notes in the margins about what stands out to you.

Embrace “failures” as learning opportunities: The kitchen is a space where mistakes are welcome. Cooking flops are great for learning what not to do. When something doesn’t turn out as you expected, it is an opportunity to figure out what caused it to turn out that way and learn what to do instead. Ask yourself: What went wrong? What might I try next time? What skills could I practice?

Stay curious: Approach your time in the kitchen with curiosity. When you are open to new flavor combinations, techniques, and recipes, you might make some amazing discoveries! As you cook, ask yourself questions like: Why does this taste good or not taste good? What are the textures of the food? What are the different flavors I’m tasting? Being curious and asking these questions can lead to experimentation. You might ask: What could I add to this recipe next time? What would improve this recipe? What would happen if I added _____, cooked it for a different amount of time, or cut the ingredients differently?

Make observations using all of your senses: Noticing tastes, smells, sights, feelings, and sounds in the kitchen makes us better cooks. We stay aware so that we can notice what we like, and what we might want to add or change. What does it *feel* like to cut into a carrot? What *colors* are the vegetables and how do they change as they cook? What does the parsley *smell* like? How does salt change the *taste* of your dish?

Stay aware of your surroundings by being present: Being present — fully engaged with tasks at hand — is important for safety reasons. When you are working with knives, the stove, or the oven, notice where your body is, where you place items, and who is nearby. Being present will also help you make observations.

Know when to challenge yourself and when to ask for help: Whether you are already comfortable in the kitchen or are a new cook, there will be some kitchen tasks that are new to you. When it’s time to try a new skill or use a new tool, you might want to ask yourself: *Is this something I can do by myself, or should I ask for support?* Some of these activities will be good challenges to try on your own, and others might be dangerous to do without some help. If you feel nervous about a task, especially if it involves heat or sharp objects, ask an adult or older sibling to help, assist, or guide you.



KITCHEN HABITS OF MIND

RESPOND: Choose ONE of these prompts and reflect on the habits of mind:

1. Choose the habit of mind that speaks to you the most. Draw a picture that illustrates that habit of mind.
2. Copy each habit of mind on a piece of paper. Then, write 1-2 sentences that summarize the meaning of each habit of mind in a way that makes the most sense to you.
3. Add a sixth habit of mind that you think is important for cooking. Explain why you think it is important in a short paragraph.
4. Respond to the following prompt in a notebook or on your computer: *You are finishing up a long day of distanced learning. How might you get ready to be in the kitchen?*

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.1: The first lesson of Unit 1.
- The kitchen habits of mind can also be treated as group agreements. The teacher can encourage students to keep returning to these habits of mind throughout the lessons.
- In a classroom setting, this lesson could utilize a jigsaw format, in which students split up the habits of mind within small groups, discuss and report back to the large group.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.

THE **EDIBLE**
SCHOOLYARD
PROJECT

KITCHEN REFLECTION WHEEL

Student Name:

Summary: While you are learning to cook, it is important to take time and reflect. You will want to notice what went well and what you would do differently next time. In this lesson, you will create and decorate a kitchen reflection wheel that you will use as a tool to prompt reflection throughout your time in the kitchen. The lesson [Spin Your Kitchen Reflection Wheel](#) shows you how to use your wheel.

Time: 30 minutes

Materials:

- Scissors
- Glue
- Thumbtack, pushpin, or round prong brass fastener
- Cardboard (optional)
- Colored pencils, markers, or crayons (optional)
- [Reflection Wheel Visual](#)
- Paperclip



KITCHEN REFLECTION WHEEL

READ: Taking time to reflect on your experience in the kitchen will help you become a better chef. One of the most important questions you can ask yourself is *Are you happy with what you made and how you cooked? Why or why not?* When you take the time to answer this question, you will notice your successes and what might not have worked. Unfortunately, most of the time when a recipe doesn't work out, it is treated as a failure. However, as the [Kitchen Habits of Mind](#) lesson states, cooking is about being open to the process and understanding that no matter how a recipe turns out, you should celebrate.

To encourage you to reflect on the question, *Are you happy with what you made and how you cooked? Why or why not?* you will create a kitchen reflection wheel and respond to the question you land on.

CREATE: Follow these steps to create your kitchen reflection wheel.

- Print out your [Reflection Wheel Visual](#). If you don't have a printer, you can copy down the template onto a piece of paper.
- Glue your reflection wheel onto cardboard. You can cut out your wheel so you just have the circle or leave as is.
- Decorate and color your wheel however you want!

CREATE: Choose ONE of the following ways to make your spinner.

1. **Make a spinner using a pencil**

- a. Place a paperclip in the center of your kitchen reflection wheel (on the image of the strawberry)
- b. Place the pencil point in the center of your reflection wheel and push the end of the paper clip so it rests behind the pencil point and spin! See image one for reference.



Image one: *pencil spinner example*



KITCHEN REFLECTION WHEEL

2. Make a spinner using a paperclip and a brass fastener or thumbtack

- Open a paper clip so that it is an “L” shape or leave as is.
- Pierce the center of the spinner. You can use the sharp point of your scissors to pierce a hole.
- Place a thumbtack or brass fastener in the hole of the paperclip, securing the paper clip to the wheel. If you are using a brass fastener, make sure you secure it to the back of your wheel. See photos below for reference.



Image Two: Spinner with Brass fastener

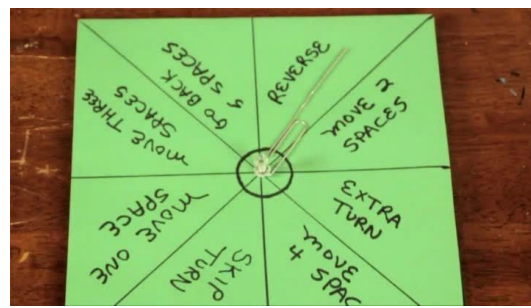


Image three: spinner with a thumbtack

DO: See the lesson titled [Spin Your Kitchen Reflection Wheel](#) for what to do next.

Teacher and Parents Notes:

- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.2a: The first part of lesson two of Unit 1.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.

References:

Image One: Math Games 4 Kids. Learn with math games.com. Retrieved by <https://www.learn-with-math-games.com/math-games-4-kids.html>

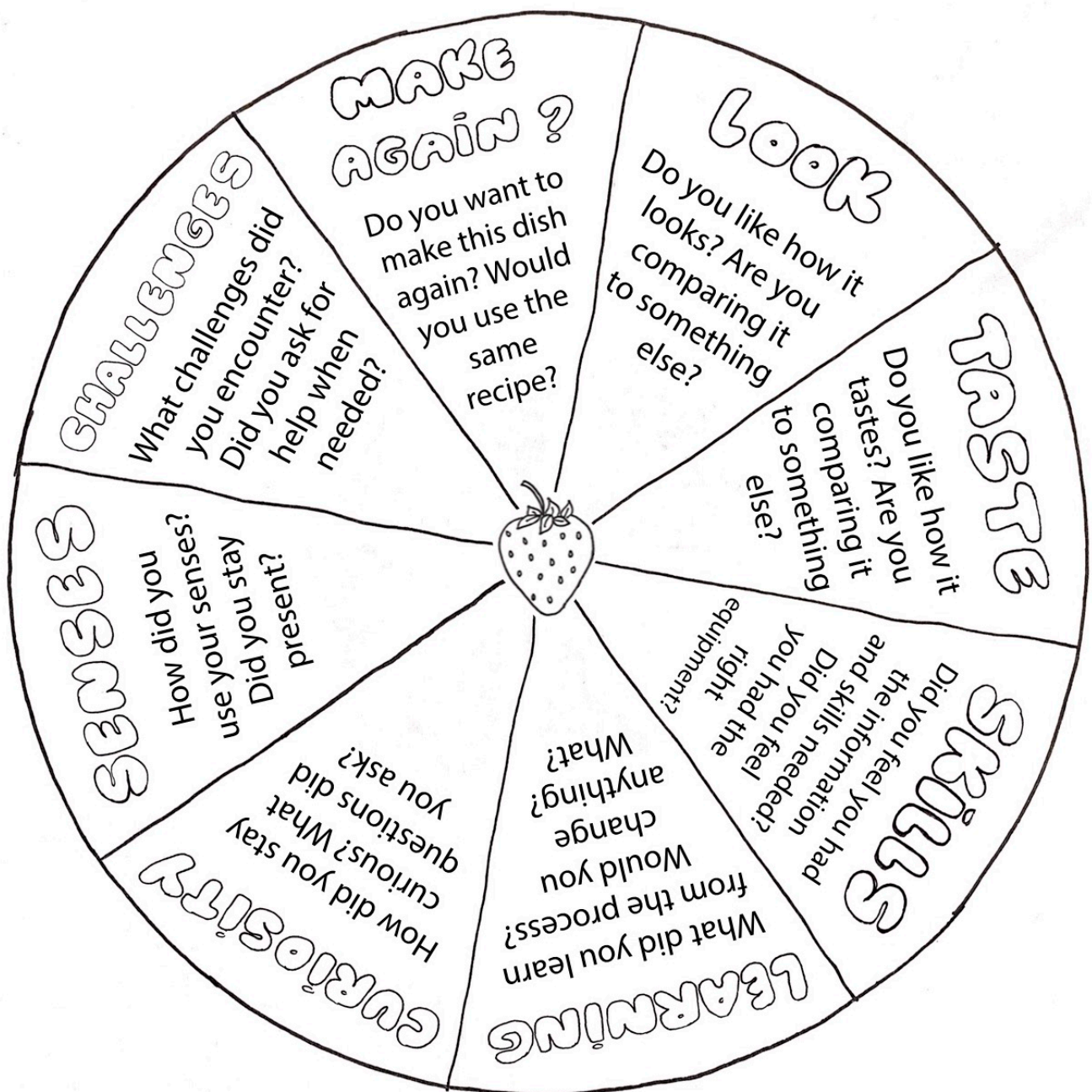
Image Two: Chitwood, D. (2018, May 14). How to Make a paper clip game spinner that spins easily. Living Montessori Now. Retrieved from <https://livingmontessorinow.com/how-to-make-a-paperclip-game-spinner-that-spins-easily/>

Image Three: *Middle School Math Mania*. Wordpress.com. Retrieved from <https://middleschoolmathmania.wordpress.com/2013/09/13/integer-practice-with-dice-and-spinners/>

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REFLECTION WHEEL



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SPIN YOUR KITCHEN REFLECTION WHEEL

Student Name:

Summary: Your reflection wheel has eight different questions that expand on the question: *Are you happy with what you made and how you cooked? Why or why not?* Every time you cook, spin your wheel, and reflect on the question you land on. There are a variety of ways to respond to that question. Choose ONE of the reflection prompts below to answer the question.

Time: 10-20 Minutes

DO: First think about the following question: *Are you happy with what you made and how you cooked? Why or why not?* You can respond in writing or just think through your answer. Then spin your kitchen reflection wheel. If you don't have a [Kitchen Reflection Wheel](#) see the questions below and choose one at random. Write down which reflection question you landed on.

My reflection question:



SPIN YOUR KITCHEN REFLECTION WHEEL

CHOOSE: Select ONE of the following prompts to reflect and respond:

1. Draw your answer to the question from the reflection wheel.
2. Find an older family member and tell them your answers to the reflection wheel topic.
If you are completing this lesson in a class, write down what you discussed.
3. Copy the question from the reflection wheel onto a piece of paper. Then, write 2-4 sentences answering the questions.
4. Record a voice memo of your response to the reflection wheel topic.

Reflection Wheel Questions:

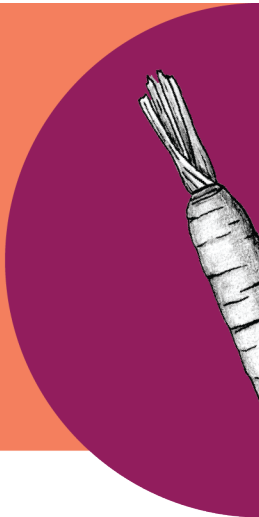
1. LOOK: Do you like how it looks? Are you comparing it to something else?
2. TASTE: Do you like how it tastes? Are you comparing it to something else?
3. SKILLS: Did you feel you had the information and skills needed? Did you feel you had the right equipment?
4. LEARNING: What did you learn from the process? Would you change anything?
What?
5. CURIOUS: How did you stay curious? What questions did you ask?
6. SENSES: How did you use your senses? Did you stay present?
7. CHALLENGES: What challenges did you encounter? Did you ask for help when needed?
8. MAKE AGAIN? Do you want to make this dish again? Would you use the same recipe?

Student Notes:

- Try spinning the wheel as you are cooking or during a time you are starting to feel frustrated by the cooking process. Some of the questions might help you remember your [Kitchen Habits of Mind](https://www.edibleschoolyard.org/kitchen-habits-of-mind).
- Try spinning the wheel a couple of times after you cook and answering multiple questions!
- Get someone in your house who cooks to spin the wheel and support them to reflect on their cooking!

Teacher and Parents Notes:

- Parents: The [Kitchen Reflection Wheel](#) is a great way to prompt reflective conversations that build critical thinking skills. Consider creating a family version of the reflection wheel, answering the questions as a family.
- If students are completing this lesson as part of the kitchen curriculum Cooking with Curiosity: Challenging Perfection with Reflection this lesson is 1.2b: The second part of lesson two of Unit 1.



THE EDIBLE SCHOOLYARD PROJECT



4 LEVELS OF...

Student Name:

Summary: The same dish can look very different based on who is cooking it. A beginning home cook's version of scrambled eggs might be very different from a professional chef's. In this lesson, you'll examine how a dish can be prepared differently through the use of different ingredients, techniques, and tools. You'll then plan some goals and map out what success looks like for you.

Time: 45-60 minutes

Materials:

- Computer or phone to view video

WATCH: Choose an Epicurious "4 Levels" video that interests you. Read the questions below before starting to watch. Note that the videos label the cooks and chefs with a number level. That "rating" is just a feature for the video. There isn't really a number rating that defines anyone's abilities as a cook or chef.

- [Potato Salad](#)
- [Salmon](#)
- [Scrambled Eggs](#)
- [Roast Chicken](#)
- [Chocolate Cake](#)



4 LEVELS OF...

WATCH AND RESPOND: As you watch, think about the following questions. After you finish watching, write short answers to 2-3 of the above questions.

1. What stood out to you while watching the video?

2. What ingredients go into the dish in the video?

3. What are some of the choices that the chefs make while making their recipes?
 - a. How do they decide on their ingredients?

 - b. How do their choices and techniques differ when they are preparing their ingredients?

 - c. What choices do they make about their cooking methods?

4. During the videos, the chefs often share cooking tips. Which stood out to you as a particularly useful or surprising tip?

5. What sort of techniques did each chef use? How did they showcase their skill level?

6. What tools do the chefs use? Do the chefs use different tools?



4 LEVELS OF...

WRITE: Fill out the [Finding Success on Your Own Terms](#) worksheet below.

SHARE: Take a selfie and write a caption or description that describes how you will define “success” in the kitchen. If you are completing this lesson with your class, your teacher will decide how you should share it. If you are doing the lesson with your family, send your photo and caption to a friend or family member. For more ideas on sharing, check out our resource [Sharing What You Made](#) for tech tips, and more sharing ideas!

Student Notes: Expand this lesson with these added activities.

- Create a Recipe: Think back to the video (or watch it again) and imagine that you are going to make the dish yourself.
 - What ingredients would you include?
 - How would you prepare the ingredients?
 - How would you challenge yourself? Could you try a new method of food preparation? For example, could you make a crust from scratch instead of buying it or experiment with a new ingredient?
- Write out your recipe: Complete the [How to Read a Recipe](#) lesson to learn the different elements of a recipe. Feel free to add some notes in your recipe that explain why you made the choices that you did.

Teacher Notes:

- In a virtual classroom setting, this lesson could be set up as in a jigsaw format. Divide students into groups of five, and have each student choose a video to watch. Students can come back together to summarize their videos and discuss them in small groups.
- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.3: The third lesson of Unit 1.

References:

Four Levels Of (2020). *Epicurious*. Retrieved from <https://www.epicurious.com/video/series/4-levels>

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4 LEVELS OF... STUDENT WORKSHEET

Finding Success on My Own Terms

After watching a *4 Levels of...* video, fill out this worksheet with your own views about success in the kitchen.

1. In the video, you saw three cooks make a dish three different ways. While they had different levels of expertise, they each found a way to make a dish that worked for them. Based on the video, what makes a dish “successful”? (Does level of expertise define success? Does making a mistake make a dish a “failure”?)
2. How would you define your skill level? What sorts of techniques do you know in the kitchen? What techniques would you like to learn? You might get ideas about cooking techniques from the video or from your own experiences.
3. What will “success” in the kitchen look like to you? Does success mean making food that is edible or is it only success if the food is super tasty? Does success mean being able to quickly cook easy meals? Prepare healthy, nutritious food that you enjoy? Make stunning, beautiful food that will get likes online?



4 LEVELS OF... STUDENT WORKSHEET

SETTING GOALS: Make a plan for how to achieve your version of “success” in the kitchen by coming up with three simple goals for your cooking. You might have a goal of learning a certain skill, making a certain dish, or learning about different flavors. For each goal think about how you will approach it and list a few next steps for yourself.

Goal One:

I have a goal to...

Goal Two:

I have a goal to...

Goal Three:

I have a goal to...

THE **EDIBLE**
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KNIFE SKILLS: KNIFE SAFETY

Student Name:

Summary: Do you want to learn and practice knife skills to improve your cooking? The first step towards that is learning how to work with knives safely. This short lesson will explain a few important practices that help keep you safe as you develop and practice your skills. You'll watch a short video and then answer a few questions about what you learned in the video. Then you'll practice what you've learned and prepare a simple snack of cut vegetables.

Time: 30 minutes

Before you get started:

- Check in with an adult at home before using a knife.

Materials

- Knife
- Cutting board
- Cucumber, bell pepper, or celery



KNIFE SKILLS: KNIFE SAFETY

WATCH: View the "[Knife Safety Demonstration](#)" video from The Edible Schoolyard. If you need to type in the URL you can find it in the references at the bottom.

RESPOND:

List three practices named in the video that keep you safe while working with knives. For example, not cutting towards yourself.

1.

2.

3.

Which of the practices feels most important to you?

If you were supporting a younger student to use a knife, what would you want to tell them?

DO: Get a knife and cutting board and cut some vegetables into sticks to enjoy as a snack. Try celery, bell peppers, or cucumbers to start, as they are softer and easier to cut than carrots.

Student Notes: Now that you have learned some knife safety practices, you are ready to start learning and practicing your skills. Check out these lessons to learn some knife skills!

- [The Perfect Slice](#) - You'll learn to pay attention to your craft through slicing onions.
- [Knife Skills: Mincing](#) - Learn how to finely cut fresh herbs and aromatics and make some gremolata.
- Mix up some [Yogurt Sauce](#) to complete your snack.

References:

Schoolyard Project (2020 May, 8). *Knife Safety Demonstration*. [Video]. Retrieved from <https://youtu.be/T4Q2RepMcII>

Teachers and Parents Notes:

- This activity asks students to practice using tools and develop skills in the kitchen
- This activity supports students in becoming more confident in the kitchen.
- If your child is not used to using knives, we recommend supervising and supporting them as they develop their skills.
- Read [Supporting Students to Take Age-Appropriate Risk](#) to learn more about our approach to encouraging responsibility and independence in the kitchen for youth.
- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.4: The fourth lesson of Unit 1.



SHARING WHAT YOU MADE

[STUDENT RESOURCE]

Summary: We want you to share what you are creating with your peers, teacher, or family members. There are a number of different ways you can share what you are creating. This document shares some tips and tricks for completing videos, photo essays, or voice memos for different assignments and when prompted by your teacher or a family member.

DO: Choose to share a recipe or a skill you are learning in the kitchen using a video, a voice memo, or photo essay. See the tips and tricks below on how to make a video, photo essay, or voice memo.

SHARE: Once you are done making a video, voice memo, or photo essay, share it! If you are completing your cooking lessons **with your class**, your teacher will let you know how they want you to share with the class. Your class might use Padlet, Flipgrid, Google Classroom, Instagram, or another platform. If you are doing these lessons **with your family**, send a family member what you created.

Ways to share your work:

- **Written Reflections:** Free-write journaling is a great way to process your feelings, thoughts, and opinions.
 - Take a picture of the written text with your phone.
 - Copy and paste what you wrote to the suggested platform.
 - Take a screenshot [Mac users: command + shift + 4, Chromebook users: CTRL + Show (a rectangle with 2 lines next it), Windows users: Windows + Shift + S] of your writing. Save the screenshot and rename it.
- **Videos:** Videos can be an awesome way to document your cooking process or showcase a kitchen skill! Check out these tips for how to record your video:
 - Recording a video on a smartphone: If you or a family member has a smartphone, that can be a simple way to record a video. In the camera app, switch the setting from Photo to Video, and press the red button to start recording. To finish recording, press the red button again, and the video will save into your video library.
 - Recording a video on a laptop: There are few different ways to record a video on a laptop. You might use *Youtube.com*, where [you can record a video directly onto the website](#). You can also use an application like [PhotoBooth](#) (Mac), [iMovie](#) (Mac), or [Camera](#) (Windows).



SHARING WHAT YOU MADE

[STUDENT RESOURCE]

- Consider asking a friend, family member or guardian to record you while you demonstrate your skill. Or you could prop up the phone or point the laptop towards you and record yourself!
- Make sure it is light enough that you are visible and clear in the video. Also, think about which angle would best capture your skill demonstration (for example: if you are demonstrating your knife skills, you probably want the camera to focus on your hands and the cutting board).
- **Photo Essays:** Using a photo essay, you can document your cooking process using a snapshot of each step. Here are some photo essay tips:
 - Include at least five photos of the cooking process.
 - For each photo, include a caption that describes what is happening. Feel free to be creative with your captions!
 - If you have a helper, see if they would be willing to take pictures of you preparing the food. If not, no problem! You can take pictures of the food in a way that shows each step of the process (for example: if you are cutting vegetables, you might take a picture that includes the veggies and the knife on the cutting board)
 - Check the picture right after taking it to make sure that it is clear and bright enough to demonstrate the cooking step. If it is blurry or dark, take the photo again.
- **Voice Memos:** Some of the lessons give you the option to respond to a prompt using a voice memo instead of writing something down. Tips for voice memos:
 - Using a smartphone, you can use the Voice Memos app or another voice recorder app to record yourself speaking. Open the app, hit the red button to record, speak into the microphone on your phone, and hit the red square when you are finished. You can tap the name to rename the file.
 - On your computer, there are a number of applications you might use, such as [Garageband](#), [QuickTime Player](#), or [Sound Recorder or Voice Recorder on Windows](#).
 - Replay your voice memo to check it before you upload it to your class sharing platform. Sometimes the beginning or end of a message gets cut off, or the sound ends up muffled or quiet. If there is an issue with the recording, you can delete it and try again.

Teacher Notes:

- In the *Cooking with Curiosity: Challenging Perfection with Reflection* this resource is in Appendix D
- Check with your district guidelines before having students share their work online.

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PLANNING SHARING AND EXTENSION ACTIVITIES

Summary: This is a planning resource for teachers to help plan how to integrate extension activities and how to facilitate students sharing their work. Both of these will help students reflect on their learning within this curriculum.

We recognize that every teacher's experience and expertise will inform their decisions about how to support students to reflect and that those plans will vary. Complete the steps below to plan out and map which activities you will use throughout the curriculum.

SET UP: Lesson five of Unit one prompts you to introduce students to the structure and format for completing the sharing components of lessons and extension activities. We suggest holding a synchronous class to explain how to use a platform for sharing. If teachers cannot hold synchronous classes, we suggest emailing students directions and links.

Before holding that class complete the following:

- Review the Extension Activities section in the Unit 1 Overview (see Unit One Introduction)
- Review [TEACHER RESOURCE]: [Sharing Toolkit for Teachers](#) and decide which platform you will use for your class.
- Become familiar with the sharing platform you will use and create any needed resources or links to share with students.
- Review [STUDENT RESOURCE]: [Sharing What You Made](#)

INSTRUCT: For lesson five of Unit one, instruct students to review the [Sharing What You Made](#) resource. Direct them to read through the resource, answer the following questions, and complete the suggested activity. See below for a student version of these directions.

Notes:

- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.



SHARING WHAT YOU MADE

[STUDENT WORKSHEET]

Name:

Sharing What You Made

Summary: Throughout the curriculum, you will be prompted to share your reflections on your time in the kitchen. In this lesson, you will familiarize yourself with the platform and method for sharing.

READ: [Sharing What You Made](#)

RESPOND: Take some time to answer the following questions. You can respond in whichever method you choose or in a combination of methods. This is a practice share out!

- Of the suggested ways of sharing (voice memo, written response, etc.) which method are you most comfortable with? Which one are you the least comfortable with?
- Is there any technical support you need from your teacher?

DO: Share as instructed by your teacher.



SHARING TOOLKIT FOR TEACHERS

We believe that sharing and connection are a vital part of kitchen learning. As students explore their own kitchens, virtual platforms can allow students to share and connect across distance. In this curriculum, we suggest that teachers decide on one sharing platform for their class to use. Read the following descriptions and choose the platform best suited to your needs. We also provide some guidance for students on recording videos, making voice memos, and creating photo essays in the student resource [Sharing What You Made](#).

Recommended Platforms:

- **Padlet:** Padlet is a shared virtual wall where students and teachers can post images and videos, embed links, and write text. Teachers might choose to make a padlet page for their Edible Schoolyard activities, so that students can see all of their work, reflections, and extensions on the same page. Padlet is a great, simple sharing tool with a low barrier to entry. <https://padlet.com>
- **Social Media Platforms:** You might opt to use social media as a platform for connection. Instagram, Twitter, and Facebook, all allow for the sharing of videos, photos, and text. Try creating a class Instagram account, so that students can tag the class in their posts, or utilize the hashtag #EdibleEdAtHome. The benefit of using social media is that students might already be experts in using the platform. At the same time it is important to stay mindful of privacy concerns. <https://www.instagram.com>
- **Flipgrid:** Flipgrid is an online learning platform that allows for video responses, uploaded images/videos/text, communal learning tools like a whiteboard, and even the ability to share with families. Flipgrid offers extensive sharing opportunities for both synchronous and asynchronous learning. <https://info.flipgrid.com>
- **Existing online learning platforms:** If your school uses Google Classroom, Seesaw, or another learning platform, you may be able to set up a sharing space within that system.



SHARING TOOLKIT FOR TEACHERS

Instructional Practices for Sharing:

- **Photo Diary:** An excellent option for the Create Your Own activities, photo diaries consist of taking a series of pictures that document the student's cooking process. They might also include captions with each photo, to explain what the student was doing at each step.
- **Video Diary:** Another way to document the cooking process is through a video diary, in which the student uploads a video or series of videos documenting the cooking process and narrating their experience.
- **Three Part Post:** A Three-Part Post can consist of any three elements. For a cooking activity, that might look like a photo of the finished project, a short video of the cooking process, and text answering a reflection question. Elements could also include pictures of a drawing, audio, or a video diary where they respond to a reflection question.
- **Connections Beyond the Lessons:** Whichever sharing platform you choose could also serve as a place to share additional materials. You and your students might share links to articles, events, or videos related to the content to expand your learning beyond the lesson plans.

Example: Here is an example for how you might use Instagram as a tool for sharing a photo diary of a cooking project:

How To Participate: Fill out the _____ with your recipe.

NEXT: Create a post on Instagram with 3 photos

1. An image of your challenge sheet and recipe.
2. A picture of one of the steps of you making _____
3. A photo of your _____; either someone enjoying the dish or of the final product itself.

THEN:

1. **Tell us about what you made.** In your post's comments tell us about your approach to making this recipe. What ingredients did you use? What cooking techniques did you use?
2. **Challenge someone!** In your post, challenge someone to create the same recipe you did and ask them to post an image of what they made.

If you are asking for students to post videos it's important that you get media release forms from your students.

HOW TO READ A RECIPE

Student Name:

Summary: Have you ever read a recipe only to still not know where to start? Have you ever gotten halfway through cooking something and realized you missed a key step? These are common setbacks in the kitchen that can be avoided with purposeful recipe reading. This activity will help you learn how to read a recipe like a professional chef!

Time: 20-30 minutes

Before you get started:

- Print the [Sautéed Greens Recipe](#)

Materials:

- An internet-connected device to watch the video

Vocabulary:

- **Cross-reference:** to go back and forth between two parts of a text.
- **Precise:** exact, not easily changed.
- **Flexible:** adaptable, easily changed.
- **Sequence language:** Language that describes the order in which events should occur.



HOW TO READ A RECIPE

WATCH: Watch the Edible Schoolyard video [How to Read a Recipe](#).

RESPOND: Watch the video again and **pause while watching the video** and answer the following questions. You'll need to reference the [Sautéed Green recipe](#) to complete the questions.

1. What is the difference between flexible and precise recipes?
2. Which ingredients in the recipe Sautéed Greens have “hidden” instructions?
 - a. What are these “hidden” instructions?
 - i.
 - ii.
3. Why might you need to cross-reference between the instructions and ingredient list? (hint: what information is not in the instructions?)
4. What is an example of sequence language? What does sequence language tell you?
5. It can be helpful to rewrite a recipe in your own words. Try to describe all the steps of the Sautéed Greens recipe below:
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
 - i.

DO: Now that you know how to read recipes like a chef, find another recipe you want to cook and read through it using these tips!



HOW TO READ A RECIPE

Teaching Notes:

- This activity can be extended by practicing with another recipe that the student chooses. They can identify the recipe as either a flexible or precise recipe, note any hidden instructions in the ingredients list, note all sequence language, and finally, create their version of the recipe that includes all the information they need.
- Students can prepare the Sautéed Greens recipe. After cooking and eating the greens, students can consider if they would make any changes to the recipe based on their experience. Finally, students can revise their copy of the recipe to reflect their preferences e.g., reduce the amount of soy sauce and double the amount of sesame oil.

If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.6: The sixth lesson of Unit 1.

THE **EDIBLE**
SCHOOLYARD
PROJECT

A CLEAN KITCHEN

Student Name:

Summary: In this lesson you'll learn (or review) the basics of keeping a kitchen clean. This will help you understand what needs to be cleaned in a kitchen and how to clean those things. You will also learn fun strategies to make cleaning feel less of a hassle by practicing cleaning habits of mind

Time: 30 minutes

Vocabulary:

- **Food borne illness:** illness spread by food - either caused by spoiled or contaminated food or a disease spread from person to person through food.

ANSWER: Take some time to answer the questions, *what are your thoughts, feelings, opinions about cleaning? Do you like to clean? Do you find it challenging? Do you find it rewarding?*



A CLEAN KITCHEN

READ: Why is cleaning so important to all great cooks and chefs? A clean kitchen is a blank canvas for a chef and sets you up to do your best cooking. Cleanliness also helps you work more efficiently and reduces your chances of spreading food borne illnesses. There are a number of reasons to keep a clean kitchen! Below you'll find a few of them:

- **A clean space easier to work because:**
 - It is easier to be organized and find what you are looking for
 - You'll have more room to work
 - You'll be more focused and calmer when the kitchen is clean
- **If you are working in a kitchen that you share with other people, you have a responsibility to leave it clean for them to use.**
 - Try to leave the space cleaner than you found it.
 - If you frequently leave a dirty kitchen you may have your kitchen privileges revoked by your family!
- **Keeping a clean kitchen reduces the chance of spreading food borne illness.**
 - As a cook you don't want to make yourself or other people sick with the food you cook. Staying organized and cleaning up thoroughly is especially important when handling raw meat, poultry, or seafood.
- **A clean, organized kitchen reduces the chance of food spoilage and waste.**
 - Putting ingredients and prepared foods away in the refrigerator promptly will help avoid spoilage.

THINK: Now that you have read about why cleaning is important, think about how you would answer the following questions. *Was there anything surprising? Anything you didn't know?*

READ: Read these **habits and approaches to cleaning:**

- **Start clean** - clean up any mess before beginning to cook.
- **Clean as you go** - work cleaning into the down time while cooking.
 - For example - while sautéing onions, wash, dry and put away your knife. If you have cookies in the oven, take a few minutes to wash the mixing bowls and measuring cups. Try to finish cleaning before sitting down to eat!
- **Finish clean** - leave the kitchen better than you found it.
- **Don't let it build up** - it is harder to get started on cleaning when there is a pile of dishes to dry and put away, or a full sink of dirty dishes. If you clean as you go you won't end up with a huge task at the end.



A CLEAN KITCHEN

ANSWER: Take some time to answer the questions, *are there any of the habits and approaches you already do? Is there any habit or approach you would add?*

PRACTICE: Review the [Cleaning Checklist and Activities](#) resource. Throughout your time in the kitchen you will be cooking and sharpening your cleaning skills, habits and approaches. Next time you are in the kitchen (or the next time your parent or guardian is cooking), practice your cleaning skills by completing the cleaning checklist.

Teachers and Parents Notes:

- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.

If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.7: The seventh lesson of Unit 1.



CLEANING CHECKLIST AND ACTIVITIES

Cleaning Checklist

This list is a quick guide to the steps of cleaning your kitchen. Try to complete most of this list before you sit down to eat. Check off items once they are complete.

- ☐ Put all of the ingredients away.
- ☐ Wash all the dishes, pots, pans, and utensils except those that are still being used. (**TIP:** Use warm water and sufficient soap when washing dishes. Use a dishwasher when available. They use less water than hand washing!)
- ☐ Dry and put away all the dishes, pots, pans, and utensils. (**TIP:** Dry and put knives away immediately after washing)
- ☐ Wipe down countertops, cutting boards, and worksurfaces (**TIP:** Use a soapy sponge or spray with a kitchen safe cleaner and wipe with a cloth)
- ☐ Wipe down the stovetop after it has cooled off.
- ☐ Clean walls, cabinet faces, or other surfaces that have splashes or spills.
- ☐ Sweep or mop the floor (**TIP:** Sweeping takes just a few minutes and leaves a space feeling much nicer!)
- ☐ Wipe out the sink and clear the drain trap if your sink has one.
- ☐ Rinse and wring dry the sponge or dishcloth (**TIP:** This is important to avoid bacterial growth that makes things smell funky)
- ☐ Hang up wet dish towels so they can dry.
- ☐ Take a step back and admire your clean kitchen!

Cleaning Activities

Complete your cleaning checklist by choosing ONE of the following activities.

- **Beat the clock** - put 10 minutes on a timer and see how much you can get done. You'll be surprised how much you can get done!
- **Clean challenge** - have someone else score your cleaning job using the checklist/rubric above. Set a reward that you'll earn based on your score.
- **Divvy up tasks** - get a cleaning partner and decide who is doing what and race. Then do a quality check on each other's work.
- **Blast the music** - put on your favorite song, playlist, or album and clean while jamming.

Practice presence - Be present and in the moment when cleaning instead of rushing through. Slow down and observe your thoughts, notice sensations like the warmth of the water on your hands, or pay attention to your breath.

THE **EDIBLE**
SCHOOLYARD
PROJECT

WHAT IS FLAVOR?

Student Name: _____

Summary: What is taste? What is flavor? There are five essential tastes along with countless more smells that combine to make flavors. Investigating how foods complement each other is important to understanding flavor. Foods have distinct tastes and when those tastes are combined with other tastes, different flavors are created. In this lesson, you will explore the five tastes and learn about the relationship between taste and flavor.

Time: 20-30 minutes

Materials:

- A piece of organic fruit or vegetable
- Another ingredient or spice



WHAT IS FLAVOR?

EXPLORE: Go into your kitchen and grab an organic fruit or vegetable.

1. What did you choose? _____ Take a bite of that fruit or vegetable.

Write 3 words to describe the taste.

2. Now, find another food or spice that you want to try with that fruit or vegetable. What did you choose? _____ Try some of that food or spice.

Write 3 words to describe the taste.

3. Now try the two foods together. Describe how they taste together. Try using different words than the ones you already used.

Do you like how it tastes? Do the ingredients complement each other? If not, why not?

READ: The activity you just did is similar to what many great chefs do! They taste ingredients to see what goes well together. Investigating how foods complement each other is important to understanding flavor. Foods have distinct tastes and when those tastes are combined with other tastes, different flavors are created. Exploring and understanding flavor and taste is an important part of cooking. Let's learn more about flavor and taste!



WHAT IS FLAVOR?

DO: Complete the **Know** and **Want to Know** portions of the KWL chart below to start. List any facts you know about flavors and tastes. Write down any questions you have in the center column.

What I Know about flavors and tastes	What I Want to Know about flavors and tastes	What I Learned about flavors and tastes

READ: Did you know that flavor involves the art of combining different tastes with other sensations such as aroma, texture, and color? *Talk to the Text* as you read the reading titled Flavor and Taste (attached below). Using a pen or pencil, underline and circle words, ask questions, and make notes in the margins about what stands out to you.

Student Notes:

- Did you know that smell has a lot to do with how we taste? Try tasting different foods while pinching your nose closed! Do they taste the same or do you miss out on some of the flavor? If you are curious about how smell works, see our lesson [How Do We Smell?](#)

Teaching Notes:

- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.8: The eighth lesson of Unit 1.
- If you are teaching this lesson for distance learning consider using a [Padlet](#) when assigning the KWL and reflection questions. A digital platform is a great place for students to share their responses. See our [Sharing Toolkit for Teachers](#) for suggestions on platforms for students sharing.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.

References:

Nargi, L. (2018, August 2). Explainer: *Taste and flavor are not the same*. Science News for Students. Retrieved from <https://www.sciencenewsforstudents.org/article/explainer-taste-and-flavor-are-not-same>

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FLAVOR AND TASTE

[STUDENT READING]

READ: The following is an excerpt from the article "Explainer: Taste and flavor Are Not the Same" (Nargi, 2018).

Each of the five tastes gives your brain important information about what nutrients the food has to offer, as well as whether the food you're tasting is good or bad for you.

The human tongue has 25 different types of receptors to identify various chemicals that are bitter. Just a single receptor type unlocks the sense of sweetness. But that sweet receptor "has many pockets, like one of those toys that have slots you can fit a square or triangular block into," explains Danielle Reed. She's a geneticist at the Monell Chemical Senses Center in Philadelphia, Pa. But those tastes sensed by the tongue are only a part of what we experience as flavor.

Think about biting down on a just-picked peach. It feels soft and warm from the sun. As its juices flow, they release odor molecules that you smell. These odors mingle with the fruit's taste and that soft, warm feel. Together, they give you the complex sense of a sweet peach — and let you tell the difference between it and a sweet blueberry. (Or between a bitter Brussels sprout and a bitter turnip.) Flavor, then, is that complex assessment of a food or beverage that develops when our brain melds together data from our different senses.

Everybody reacts differently to different flavors and tastes depending on what we are used to eating. That said, there are five basic tastes that combine with smells to make many of our favorite flavors. Some of these tastes are connected to our bodies' nutritional needs and inform what we want to eat.

- **Sweet** foods taste exciting and we seek them out because they contain lots of energy in the form of sugar or carbohydrates. Our bodies need energy and seeking out high energy foods probably helped early humans get enough to eat. This has been a helpful mechanism in our long history but can present a problem when lots of sugary, high-calorie foods are available to over-consume resulting in negative health impacts.
- **Salty** is another taste that we often crave. Salt is essential for our bodies to function! Without salt, we wouldn't be able to move our muscles. However, like sugar, too much salt can contribute to health problems.
- **Umami** (or savory) is a rich, meaty flavor. Some examples of foods with lots of umami are miso soup, ketchup, and parmesan cheese.



FLAVOR AND TASTE

[STUDENT READING]

- **Sour** is another cravable flavor. Many fruits have some sourness balanced with sweetness. The sourness comes from acids like citric acid and ascorbic acid, which is also known as Vitamin C. Vitamin C is an essential nutrient.
- **Bitter**, is the fifth taste. Many foods have a slightly bitter taste that can be enjoyable. Some foods like coffee and cacao (that is used to make chocolate) are very bitter on their own. Sweeteners like sugar and honey are often used to make bitter foods more enjoyable. Most people like bitter foods and bitterness more as they get older.

THE EDIBLE SCHOOLYARD PROJECT

WHAT IS ORGANIC?

Student Name:

Summary: Many of us are familiar with the term organic. Even if we understand what the definition is, we don't always take the time to explore what organic represents. In this lesson, you will explore and discuss your understanding of what organic is and what it represents to you.

Time: 40 minutes

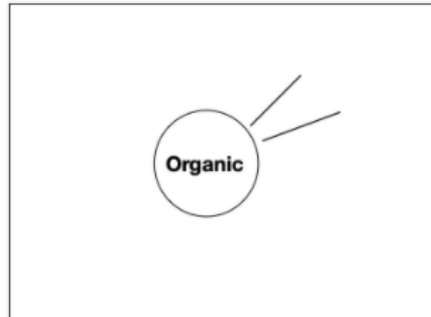
Vocabulary:

- **Genetically modified:** a plant or animal that has had genes added to it
- **Pesticides:** something used to kill insects, weeds, and fungi
- **Synthetic:** not naturally derived
- **Antibiotics:** drugs used to kill bacteria - sometimes used to make animals gain weight faster
- **Hormones:** natural chemicals that plants and animals use to control their functions - sometimes synthetic hormones are used to make animals grow faster or produce more milk



WHAT IS ORGANIC?

WRITE: When you hear the word “organic,” what comes to mind for you? Create a word association map on a piece of paper (see image below of how to start your word map). Describe your personal associations, thoughts, and feelings on the word **organic**. Remember there are no right or wrong answers for this activity. Whatever comes to mind is what you should write!



DISCUSS: Discuss what you wrote. If you are completing this activity with a class, check-in with your teacher. They will instruct you on what to do next. If you are completing this lesson on your own, discuss what you wrote with a family member or friend.

WATCH: Now that you have spent some time discussing what organic means to you, watch this video <https://www.youtube.com/watch?v=GhIZWhJtY8w> to understand what organic means. Watch the video twice, once just watching and then a second time taking notes.

READ: Organic with a capital “O” means that a food or food product is certified Organic according to government regulations outlined in the video. When you see organic with a lower case “o” it refers to the ideas and practices of organic farming. Some farms use organic practices but can’t advertise their food as Organic because they can’t afford certification or choose not to complete the intensive certification process.

REFLECT: Reflect either in writing or with your class, a peer, or a family member. In your reflection, answer the following questions:

- Did this lesson reveal any misconceptions (something you thought was true that turned out to not be) or misunderstandings about organic for you or your classmates? What were they?
- Has your understanding of or attitude towards organic changed? Why?
- What questions do you still have about organic?



WHAT IS ORGANIC?

ANSWER: In your own words, define organic.

Student and Parent Notes:

- Buying organic supports the health of farmworkers and the environment. You can buy organic food at farmer's markets, produce markets, and supermarkets.
 - Community Supported Agriculture (CSA) is a model in which consumers pay farmers directly for the food they produce. See if there are any Organic CSAs near you that you could join!
 - Buying from farmers at farm stands, through CSAs, and at farmer's markets supports farmers more than buying at supermarkets because 100% of your dollars go directly to them!
 - Many farmer's markets accept and match SNAP/EBT funds. This means that you can get \$2 worth of food for every SNAP/EBT dollar you spend. Here is a [map of California farmer's markets](#) that accept or match SNAP/EBT funds.

Teacher Notes:

- If this lesson is part of a class, we suggest teachers hold a class discussion as a large group. Please see our [Organic Lesson: Tips on Facilitating Open Discussions \[Teacher Resource\]](#) prior to teaching this lesson.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.
- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.9. The ninth lesson of Unit 1.

References:

What is Organic Food? (2012, November 6th). *Epipheo*. [Video] Retrieved from <https://www.youtube.com/watch?v=GhIZWhJtY8w>.

Farmer's Market Finder (n.d). *Ecology Center*. [Map] Retrieved from <https://ecologycenter.org/fmfinder/>.

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TIPS FOR FACILITATING OPEN DISCUSSIONS

This document is a teacher resource that accompanies the [What is Organic?](#) lesson plan.

Our lesson titled [What is Organic?](#) focuses heavily on creating a space for open discussions. The goals of the lesson are not for students to immediately know what organic means, but rather for them to explore what organic represents to them. This could mean that students respond in the initial discussion with misinformation or misunderstandings. As a teacher, the instinct might be to move quickly to correcting students and telling them what they should know. Instead, prioritize the dialogue knowing that misconceptions will be clarified later in the lesson.

To ensure that students are speaking openly and honestly, it's important for teachers to create a safe space where all students can freely express their thoughts. Such free expression is essential to meaningful dialogue. It is also important to interrupt and name negative, harmful, and oppressive language if it arises. Setting up group agreements or discussion agreements with students prior to discussions is a good strategy for productive, open conversations.

We have included some resources in our reference section on community and group agreements. When leading discussions, consider your role more as a facilitator than as a teacher. In this way, you are not there to “teach” or lead the discussion, but instead to pose questions that lead students towards peer discussions that deepen understanding. Here are some tips, strategies, and resources to help you lead an open discussion.

- **Try not to fact-check.** Focus on creating an open space in which students feel comfortable sharing their perspectives, rather than performing their knowledge. Make sure students understand they are not being evaluated on their answers but rather on their participation. Students shouldn't shy away from sharing because they feel they aren't experts.
- **Ask questions and seek clarification.** As the facilitator of the discussion, your main task is to keep the conversation moving and encourage dialogue between students. Asking questions and seeking clarification keeps the dialogue open. Try phrases like:
 - Tell me more...
 - Can you explain more of what you mean by....?
 - What additional phrases or words come to mind when we hear..xyz
 - How would you define or describe...
 - Does anyone have a different take on _____
- **Step Back.** The role of the teacher is to support students to talk to each other. If students are directing their comments or questions to you, redirect them to ask their peers or ask if their peers share their sentiments.
- **Limit moderation** except for when students are inappropriate, perpetuate harmful stereotypes or express hateful sentiments. Constant moderation can constrain student participation by centering the reaction or response of the teacher as a form of validation or repudiation.
- **Support “learning moments.”** Sometimes the greatest learning moments come from moments when a group of students talks through something they didn't fully understand.



TIPS FOR FACILITATING OPEN DISCUSSIONS

References and More Resources:

Resources For Leading Discussions: Teaching Tolerance has many great resources on teaching strategies for leading discussions, here are a couple of their resources we especially like.

Moderating a Discussion (n.d). Teaching Tolerance. Retrieved from <https://www.tolerance.org/magazine/publications/civil-discourse-in-the-classroom/chapter-3-talk-it-over/moderating-a>

Socratic Seminar (n.d). Teaching Tolerance. Retrieved from <https://www.tolerance.org/classroom-resources/teaching-strategies/community-inquiry/socratic-seminar>

Fishbowl (n.d). Teaching Tolerance. Retrieved from <https://www.tolerance.org/classroom-resources/teaching-strategies/community-inquiry/fishbowl>

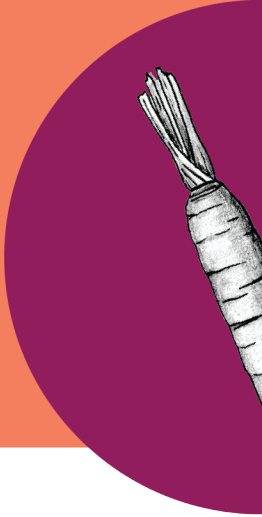
Resources for Group Agreements and Classroom Culture:

Classroom Culture (n.d). Teaching Tolerance. Retrieved from <https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/classroom-culture>

Community Agreements. (n.d). Centre for Teaching Support & Innovation, University of Toronto. Retrieved from <https://tatp.utoronto.ca/teaching-toolkit/effective-strategies/community-agreements>

Group Agreements for Workshops and Meetings. Seeds For Change UK (n.d). Retrieved from <https://www.seedsforchange.org.uk/groupagree#how>

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THE EDIBLE SCHOOLYARD PROJECT

COOKING WITH CURIOSITY: UNIT TWO INTRODUCTION

Summary: In this unit, students will watch short instructional skills videos that introduce basic kitchen skills such as knife techniques and approximating measurements. Students will be asked to watch the videos and then practice the skill. Students will then complete a *Create Your Own* lesson that uses utilizes that skill in a flexible recipe that gives students choice within the recipe. Unit Two's skills lessons and *Create Your Own* recipes don't require students to use the oven or stove. They can easily be completed at home, in a garden, or in an outdoor classroom.

Unit Two focuses on supporting students to reflect on their process of cooking as they develop new skills. This document includes the detailed scope and sequence of Unit Two and important notes about the Unit's goals.

Learning Objectives:

- Further their understanding of the difference between precise recipes and flexible recipes.
- Try approximation in recipes.
- Reflect on their experiences in the kitchen.
- Understand and practice the process of *quick* pickling.
- Understand and practice basic cuts, such as dicing, a chiffonade, julienning, and slicing.
- Practice mincing.
- Prepare for and participate effectively in a range of conversations.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).
- Make choices in the ingredients of their recipes and reflect on those selections.
- Practice reflective thinking and responding.
- Practice cleaning habits of mind.



COOKING WITH CURIOSITY:

UNIT TWO INTRODUCTION

PLAN: The teacher resource [Recipes and List of Equipment and Ingredients](#) details the general equipment and bulk ingredients for the recipes featured in the curriculum. We suggest having students or parents check off the equipment they have available. If in the event some equipment is not available, you can indicate to students how they can adjust.

Notes for *How to Skills Videos*: For all of the *How to* lessons we have included videos as a support for asynchronous teaching. Here are some other adaptations to teaching the *How to* lessons.

- If you are teaching synchronously:
 - Tell your students to view the video before class or at the beginning of class. Then repeat the skills video again synchronously or model the skill yourself.
 - Use our videos to introduce students to the skills they are learning and have students practice that skill with you synchronously.
- You can use our videos as a guide for making your own videos. If you turn on the closed caption of the video, you can use it as a script for making your video!

Notes for *Create Your Own*

- There are a number of ways you can engage students in these lessons. Here are a couple of suggestions.
 - Hold a synchronous class showing students how to complete the recipe. Then, either have students complete the recipe with you OR create their recipe on their own outside of class time.
 - Direct students to complete the Create Your Own lessons on their own. Then hold a virtual meeting time during which students can ask you questions.
 - Hold a synchronous class and designate class time for students to make choices about their recipes. Then lead the whole class through a demonstration of how to complete the recipe.
 - Hold a synchronous class and have every student complete the same version of the recipe. Then instruct students to complete the create your own version of the recipe on their own.



COOKING WITH CURIOSITY: UNIT TWO INTRODUCTION

Additional Unit Teacher Notes:

- It can be challenging to gauge how long lessons take when taught via distance learning. The instructional minutes indicated for each lesson is the estimated time it would take to teach that lesson synchronously. We suggest doubling suggested instructional time when directing students to complete the lessons on their own.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners. Consider also adding visual aids or creating a PowerPoint for those sections.



COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT TWO

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
Week Five					
How To: Cut Vegetables	2.1: Lesson One	30 minutes	- What are the important skills to learn in the kitchen? - How do we develop and refine our kitchen skills? - How might cooking missteps or failures teach us to become better cooks?	Understand and practice basic cuts such as dicing, a chiffonade, julienning, and splicing.	[VISUAL] Knife Basics
Your Perfect Slice	2.2: Lesson Two	20 minutes	How do we develop and refine our kitchen skills?	Practice reflective thinking and responding.	
Week Six					
Create Your Own: Quick Organic Pickles	2.3 Lesson Three	60 minutes	- How do your cooking choices help you to make recipes your own? - How might cooking missteps or failures teach us to become better cooks?	- Understand and practice the process of <i>quick</i> pickling. - Make choices in the ingredients of their recipes and reflect on those selections.	[FAMILY/TEACHER RESOURCE]: List of Recipe Equipment and Ingredients [VISUAL] Pickles Recipe Measurements Visual
Extension Activity: Suggested activity--Kitchen Tool Exploration	2.4: Lesson Four	20 minutes	- What makes a recipe special to you? - What makes cooking and being in the kitchen meaningful?	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).	[PLANNING RESOURCE]: Sharing and Extension Activities



COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT TWO

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
Week Seven					
How To: Mince	2.5: Lesson Five	30 minutes	What are the important skills to learn in the kitchen?	Practice mincing.	
Create Your Own: Yogurt Sauce	2.6: Lesson Six	30-60 minutes (synchronous, TBD asynchronous)	How do your cooking choices help you to make recipes your own?	Make choices in the ingredients of their recipes and reflect on those selections.	[FAMILY/TEACHER RESOURCE]: List of Recipe Equipment and Ingredients
HOMEWORK Extension Activities: Suggested activity-- Peer Check In	2.7: Lesson Seven	30 Minutes	- How do we support each other to share without judgment and celebrate each other's accomplishments? - What makes cooking and being in the kitchen meaningful?	Reflect on their experiences in the kitchen.	[PLANNING RESOURCE]: Sharing and Extension Activities



COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT TWO

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
Week Eight					
Create Your Own: Salad Dressing	2.8: lesson Nine	30 minutes (synchronous, TBD asynchronous)	- How do your cooking choices help you to make recipes your own? - How do we develop and refine our kitchen skills?	- Make choices in the ingredients of their recipes and reflect on those selections. - Practice reflective thinking and responding.	[VISUAL]:Create Your Own: Dressing [FAMILY/TEACHER RESOURCE]: List of Recipe Equipment and Ingredients
How To: Approximate Recipes	2.9: Lesson Eight	30 minutes	How do we develop and refine our kitchen skills?	Be introduced to approximation in recipes.	
Sharing What You Made	2.10 Lesson Ten	15-30 minutes	- Why should we take time to reflect when we cook? - How do we support each other to share without judgment and celebrate each other's accomplishments?	- Practice reflective thinking and responding. - Prepare for and participate effectively in a range of conversations. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).	[TEACHER RESOURCE]: Sharing Toolkit for Teachers [STUDENT RESOURCE]: Sharing What You Made

THE **EDIBLE**
SCHOOLYARD
PROJECT

HOW TO: CUT VEGETABLES

Student Name:

Summary: Do you want to cut vegetables and fruits like the professional chefs on TV? You can after a little study and a lot of practice. This lesson will introduce you to the basic cuts that are used on most vegetables. After you learn some vocabulary and observe a demonstration you'll be able to practice your skills. Remember to practice your kitchen habits of mind as you learn!

Time: 30 minutes

Before you get started:

- Collect all the following materials
- Check-in with an adult at home before using a knife (if that isn't something you do normally without supervision).

Materials:

- Chef knife
- Cutting board
- Carrots
- Potato
- Leafy Greens
- Carrots
- Cucumber
- Garlic
- Onion



HOW TO: CUT VEGETABLES

REVIEW: If it's been a while since you completed it, refresh your memory on the [Knife Safety](#) lesson before getting started here.

WATCH: Go to the [How To: Cut Vegetables video](#) to watch Nick from The Edible Schoolyard demonstrating the different basic cuts. Next, watch the short video [Onion Slicing Demonstration](#). Pay attention to the way the onion is cut in the demonstration and try to copy it as closely as you can.

DO: Get your workstation set up with a cutting board, knife, and vegetables. Try out the different cutting techniques. Remember to take it slow and practice [Knife Safety](#) as you work. This visual on [Knife Basics](#) will help you remember the shapes of the various cuts.

COOK: If you are completing this lesson with a class, your teacher may assign a recipe to go with this lesson. If you are doing this lesson with your family or on your own, see the student notes for what recipes and lessons come next!

CLEAN: Clean your knife, dry it, and put it away securely before getting started on the rest of your kitchen clean up using your [Cleaning Checklist](#). Knives can be damaged in the dishwasher or cut someone if they are left out or in a pile of dirty dishes.

REFLECT: How did it go? Find a family member and demonstrate what you learned. [Spin Your Reflection Wheel](#) to reflect. How long do you think you will have to practice to master the different types of cuts?

Student Notes: Try out these recipes that utilize different basic cuts.

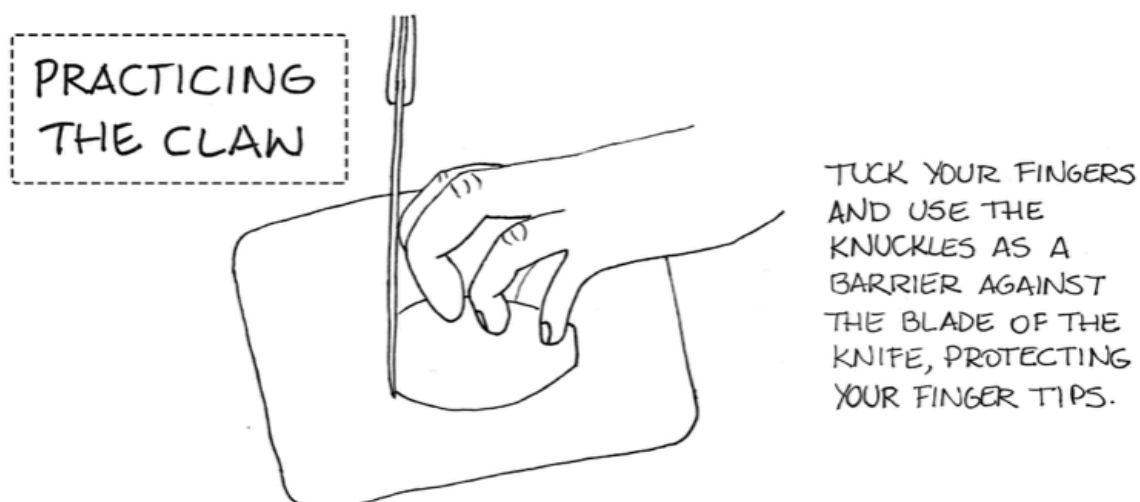
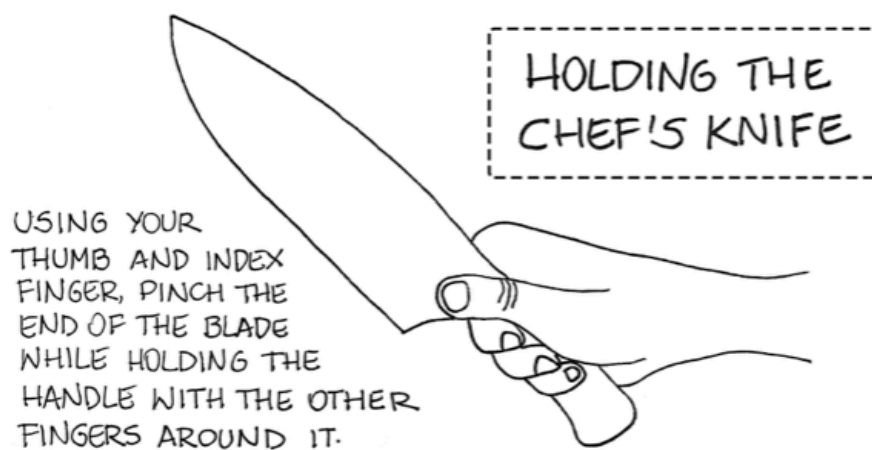
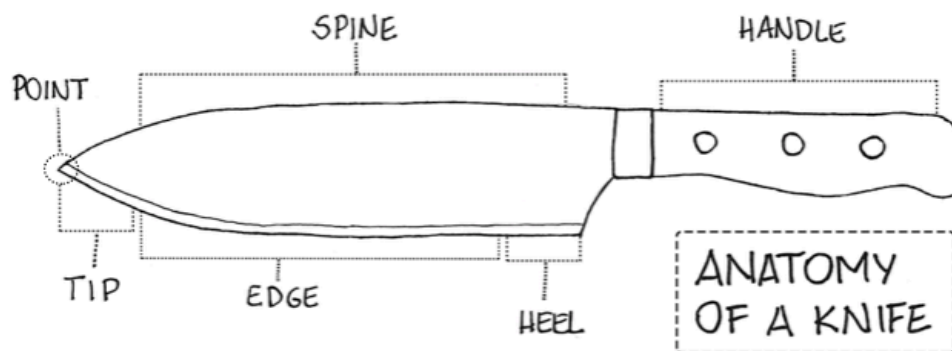
- The [Create Your Own: Quick Organic Pickles](#) lesson is a great way to practice basic cuts. Try seeing how precise you can cut your vegetables.
- Spring Rolls are a great recipe that utilizes lots of julienned vegetables.

Teacher and Family Notes:

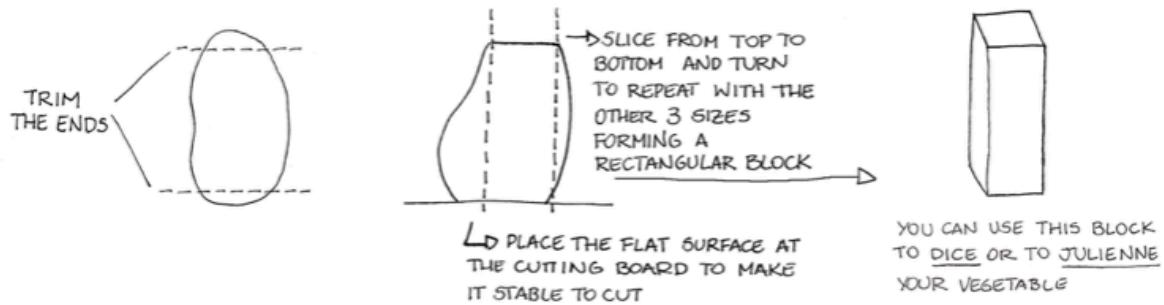
- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 2.1: The first lesson of Unit 2



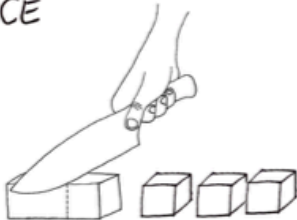
KNIFE BASICS



SQUARING OFF VEGETABLES



DICE



CUT THE BLOCK INTO DICES. IF YOU WANT SMALLER PIECES, CUT THE BLOCK IN HALF HORIZONTALLY UNTIL YOU HAVE THINNER BLOCKS.

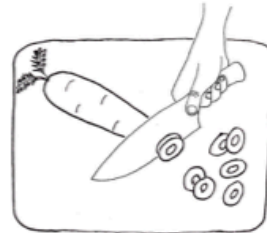
JULIENNE



THIS CUT IS SIMILAR TO MATCH STICKS. CUT THE BLOCK HORIZONTALLY IN THINNER BLADES, THEN AGAIN INTO STICKS.

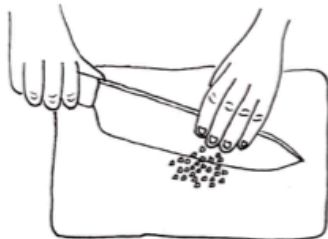
SLICE

CUT INGREDIENTS INTO LARGER PIECES LIKE ROUND SLICES OF CARROTS AND TOMATOES, SQUARE SLICES OF CHEESE, OR WEDGES OF APPLES OR WATERMELON. USE A CHEF'S KNIFE SLIDING THE EDGE OF THE KNIFE THROUGH THE FOOD OR A SERRATED BIG KNIFE IN A BACK-AND-FORTH SAWING MOTION.



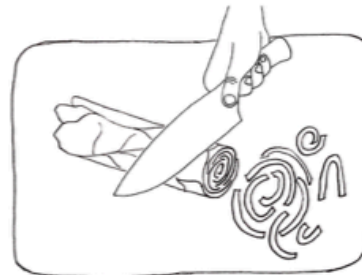
MINCE

MINCING MEANS CUT INTO TINY PIECES. TO MINCE, USE A CHEF'S KNIFE (8 INCHES). HOLD THE HANDLE WITH ONE HAND AND PLACE THE OTHER UP AT THE SPINE. YOU WILL MOVE THE HANDLE UP AND DOWN AND FORWARD AND BACKWARD CHOPPING THE FOOD.



CHIFFONADE

THIS TECHNIQUE IS USED TO CUT LEAFY VEGETABLES, LIKE KALE, SPINACH, BASIL. STACK SOME LEAVES, ROLL THEM, THEN SLICE THEM INTO STRIPS.



THE **EDIBLE**
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PROJECT

YOUR PERFECT SLICE

Student Name:

Summary: Why is practice important to mastering a skill? What is pride? And how does it show up at work? In this lesson, you will listen to a short story from StoryCorps and answer a few questions that hone in on taking pride in one's work and the importance of practice.

Time: 20 minutes

Materials:

- Computer or phone with internet access to listen to the podcast
- Notepad, paper, and pencil

Vocabulary:

- **Lox:** salmon that has cured in a salt-sugar rub or brine
- **Pickling:** the process of preserving or extending the shelf life of food by either anaerobic fermentation in brine or immersion in vinegar.



YOUR PERFECT SLICE

LISTEN: First, listen to [Joshua Gubitz and Len Berk Story Corps](https://tinyurl.com/ESYslicing). Click the following link or type <https://tinyurl.com/ESYslicing>.

WRITE: Write the answers to questions on your notepad or paper. You may re-listen to the audio recording or re-read the transcript as often as you need to help you answer the questions.

1. Why is practice important to mastering a skill? When Len says “I’m still trying for the perfect slice,” how does he mean that? Is he still practicing after 20 years?
2. Two aspects of taking pride in work are identifying with the job and finding joy in the work. How does Len find joy in his job? What does Len say that shows he identifies with his work?
3. What do you do that you take pride in? Are there any aspects of cooking that you enjoy doing?
4. Look back on the goals from the worksheet [Finding Success on Your Own Terms](#). Are there any additional kitchen techniques that you want to improve your skills on?



YOUR PERFECT SLICE

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 2.2. The second lesson of Unit 2.

References:

StoryCorps (2015, June 5). *Joshua Gubitz and Len Berk*. [Audio Clip]. Retrieved from <https://storycorps.org/stories/len-berk-and-joshua-gubitz-150605/>

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THE **EDIBLE**
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PROJECT

CREATE YOUR OWN: QUICK ORGANIC PICKLES

Student Name:

Summary: Pickles are a delicious snack or accompaniment to many different foods. Pickling—the process of fermenting in a salt brine or using vinegar to preserve and flavor vegetables—is believed to be the oldest method of preserving food and dates back to over 4,000 years old. In this lesson, you will learn one of the many techniques to pickle vegetables.

Time: 60 minutes

Before you get started:

- Collect all materials
- Check-in with an adult at home before using a knife and the stove (if those aren't things you do normally without supervision).

Materials:

- See the [Create Your Own: Quick Organic Pickles](#) recipe (linked and attached below) to determine what materials you will use.

Vocabulary:

- **Salt brine:** a solution (mixture) of water and salt.
- **Preservation:** in cooking this refers to the process of treating and handling food so that it slows down the process of spoilage.



CREATE YOUR OWN: QUICK ORGANIC PICKLES

REVIEW: In this lesson, you will be practicing the knife skills you learned [How to: Cut Vegetables](#). Take a look at the [Knife Basics Visual](#) for a refresher on the types of basic cuts.

READ: For many of us, when we hear the term *pickle* we think of those classic dill pickles that come in a jar. Those pickles are made with cucumbers. Did you know that pickling is actually a process of preservation and can be done with many types of vegetables? You can have pickled green beans, okra, asparagus, cauliflower, carrots, and so much more!

It is believed that the process of pickling began in India over 4,000 years ago. The rich history of pickling spans the globe. Different parts of the world have their own unique methods for pickling, using different flavors and vegetables in the recipes. For example, in Mexico, *escabeche* is a blend of pickled jalapenos, carrots, and onions that is served alongside tacos. *Achar* is a type of pickle from India that uses mangos, limes, and other ingredients.

There are many ways to make pickles. Today we will be making *quick pickles*, which are vegetables (and sometimes fruit!) that are preserved in vinegar. Another common method of pickling is soaking vegetables in a salt brine to encourage [fermentation](#). That method results in fermented pickles (also called Lacto-fermented pickles).

ANSWER: Spend some time thinking about the different types of pickles that you or your family are used to eating. Answer these questions, either with a classmate, a family member or on your own.

1. Are there types of pickles you really like?
1. Does your family have a tradition of making your own pickles? If you don't know, ask one of your family members.



CREATE YOUR OWN: QUICK ORGANIC PICKLES

DO: Complete the [Create Your Own: Quick Organic Pickles](#) recipe (linked and attached below) by following each step and making your own choices. Remember to read over your recipe at least once before you begin cooking.

READ: The recipe directs you to choose 1 lb. (one pound) of vegetables and gives you options of what types of vegetables you can choose. Many fruits and vegetables are sold by weight. For example, 4-6 medium-sized carrots are 1 lb. Two medium-sized onions weigh about 1 lb. It can be helpful to remember that 1 lb. equals 16 ounces. For more references on measurements and weights see our [Kitchen Measurements](#) visual.

RECORD: Write down your recipe by circling each item you are adding or coloring that item in. You can also write down your completed recipe in the [Recipe Card](#) visual.

CLEAN: Clean your knife, dry it, and put it away securely before getting started on the rest of your kitchen clean up using your [Cleaning Checklist](#).

ENJOY: Now that you have made some pickles, enjoy them as a snack and as an accompaniment to many different foods.

WRITE: Reflect on how it felt for you to create your own recipe. Spin your Reflection Wheel and answer the questions for the section you landed on. If you haven't completed a reflection wheel, see the lesson [Kitchen Reflection Wheel](#).

SHARE: Your teacher will let you know how to share your recipe with your class. You can also send your recipe to a family member or a friend.

Student Notes:

- You can extend this activity and learn more with the following activities:
 - Check out our [How to Read a Recipe Lesson](#) if you want to learn more about reading recipes.
 - What to explore more of the science behind pickling? Look at this resource titled, [Science of Cooking: Pickles](#).
 - Want to learn about how people from around the world make pickles? See [this article](#) about different ten different pickling techniques from ten different countries. Try your hand at using some of the suggested techniques.

Teacher Notes:

- See [Sharing Toolkit for Teachers](#) to help determine how students will share and which platform they will use. Also see our [Sharing What You Made](#) resource for students on how to create voice memos, photo diaries, etc.
- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 2.3. The third lesson of Unit 2.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.

References:

Deboschneck, A. (2014, February 15). 10 Countries, 10 Ways to Pickle. *First We Feast*. Retrieved from <https://firstwefeast.com/eat/2014/02/pickles-recipes-from-all-over-the-world/>

Science of Cooking: Pickles (n.d). *Exploratorium*. Retrieved from <https://www.exploratorium.edu/cooking/pickles/index.html>

Spencer, M (2017, July 20). History of Pickling and Pickling Spices. *Farmers Almanac*. Retrieved from <https://www.almanac.com/news/cooking/herbs-and-spices/history-pickling-and-pickling-spices>

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QUICK ORGANIC PICKLES

[RECIPE VISUAL]

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Create your own Quick Organic Pickles



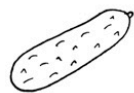
QUICK PICKLES ARE ALSO KNOWN AS REFRIGERATOR PICKLES. THEY ARE VEGETABLES THAT ARE PICKLED IN A VINEGAR, WATER AND SALT (SOMETIMES SUGAR, TOO) SOLUTION AND STORED IN THE REFRIGERATOR.

THIS RECIPE MAKES 2 PINT JARS WORTH OF PICKLES.

STEP ONE

PREP ALL YOUR ORGANIC VEGETABLES FOLLOWING THE DIRECTIONS BELOW AND PACK THEM INTO 2 PINT-SIZED JARS.

- CHOOSE ORGANIC VEGETABLES: 1lb TOTAL



CUCUMBERS



OKRA



CARROTS



RED ONIONS



RADISHES



CAULIFLOWER



TURNIP

OTHER
OPTIONS:

SUMMER SQUASH, CELERY, ASPARAGUS,
WATERMELON RINDS, BELL PEPPERS,
GREEN BEANS, BEETS, YELLOW ONIONS.
CHOOSE ONE OR PICK A COMBINATION OF
A COUPLE.

- CHOOSE PREPARATION METHOD:



THINLY SLICED



CUT INTO SPEARS



DICE

→ WE RECOMMEND CUTTING THE SUMMER SQUASH INTO SLICES. BEETS AND CARROTS PICKLE BEST WHEN PEELED.

STEP TWO

CHOOSE SPICES AND SEASONINGS

- ADD GARLIC
(OPTIONAL)



2 CLOVES

SMASHED FOR MILD GARLIC FLAVOR,
OR SLICED FOR STRONGER GARLIC FLAVOR.

- CHOOSE FRESH HERBS AND SPICES: 1-3 SPRIGS OR 1 TABLESPOON MINCED (OPTIONAL)



THYME



DILL



ROSEMARY



OREGANO

OTHER IDEAS: BASIL, GINGER, MARJORAM

→ YOU CAN USE THE DRIED VERSION OF THESE HERBS

- CHOOSE WHOLE SPICES: (OPTIONAL)



2 TEASPOONS
BLACK PEPPERCORNS



3 TEASPOONS
CORIANDER



1 TABLESPOON
MUSTARD SEEDS

OTHER OPTIONS: RED PEPPER FLAKES

- CHOOSE GROUND SPICES:

1 TEASPOON



TURMERIC



SMOKED
PAPRIKA



CUMIN

STEP THREE

HEAT VINEGAR AND WATER WITH SALT, SPICES AND SEASONINGS

- CHOOSE VINEGAR: 1 CUP



WHITE OR RED
VINEGAR



APPLE CIDER
VINEGAR



RICE
VINEGAR

- ADD WATER: 1 CUP

- ADD SALT: 1 TABLESPOON

- CHOOSE SWEETENER: 1 TABLESPOON (OPTIONAL)



GRANULATED
SUGAR



HONEY



PALM SUGAR

DIRECTIONS: HEAT VINEGAR, WATER, SEASONINGS, SPICES, SALT AND SWEETENER (IF USING) IN A SAUCEPAN. ONCE IT COMES TO A BOIL TURN IT OFF AND LEAVE FOR 3 MINUTES. POUR BOILING MIXTURE OVER THE PREPARED VEGETABLES JARS. LEAVE THE JARS ON THE COUNTER UNTIL THEY ARE COOL. LID THEM AND STORE IN THE REFRIGERATOR. THEY SHOULD KEEP FOR UP TO 3 WEEKS.



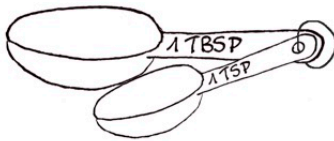
KITCHEN MEASUREMENTS

[VISUAL]

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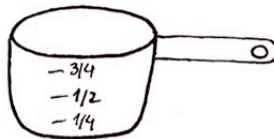
KITCHEN MEASUREMENTS

SPOONS

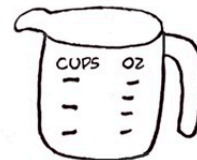


TABLESPOONS AND TEASPOONS ARE USED TO MEASURE SMALL QUANTITIES OF DRY FOOD LIKE SALT, BAKING POWDER

CUPS



MEASURING CUP FOR DRY INGREDIENTS LIKE FLOUR AND SUGAR



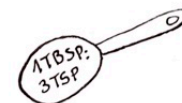
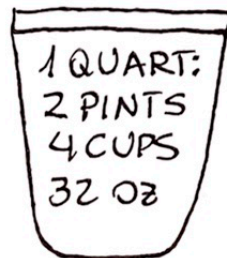
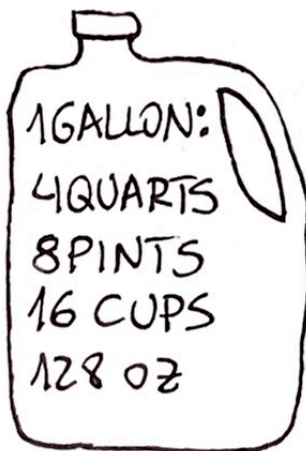
MEASURING CUP FOR WET INGREDIENTS, WITH A SPOUT AND HANDLE TO POUR THE LIQUID

CONVERSIONS

				LIQUID
1 TEASPOON	= 1 TSP	= 0.16 oz	= 5 ml	
1 TABLESPOON	= 1 TBSP	= 0.5 oz	= 15 ml	
1 CUP	= 16 TBSP	= 8.0 oz	= 240 ml	
2 CUPS	= 1 PINT	= 16.0 oz	= 480 ml	
4 CUPS	= 1 QUART	= 32.0 oz	= 950 ml	
4 QUARTS	= 1 GALLON	= 128.0 oz	= 3.78 L	

ABBREVIATIONS

t. or tsp = TEASPOON
T. or Tbsp = TABLESPOON
c. = cup
pt. = pint
qt. = quart
oz. = ounce
lb. = pound
pkg. = package
ml = milliliter
L. = Liter
g. = gram
K. = Kilogram



THE **EDIBLE**
SCHOOLYARD
PROJECT

KITCHEN TOOL EXPLORATION

Student Name:

Summary: What stories might a kitchen tool tell? In the [Kitchen Habits of Mind](#) lesson, you reflected on the importance of curiosity while cooking. This activity gives you a chance to look at your kitchen with curiosity and make some exciting discoveries about everyday kitchen objects!

Time: 30 minutes

Materials:

- A computer for research

DO: Look at the tools in your kitchen (bowls, knives, pots, pans, etc.) and see if anything stands out to you. Is there a tool you think looks interesting? Or a tool that you are curious about what it does? Do you think any of the tools have stories behind them or hold special meaning to someone in your family? Pull out one tool and set it aside.



KITCHEN TOOL EXPLORATION

READ: Here are two examples of kitchen tools that are meaningful to one of our Edible Schoolyard staff. Read about the two tools that are important to her; a set of measuring spoons and a cheese slicer:



Image One



Image Two

Image One: *These measuring spoons are over 30 years old! I have had them since I was 5 years old. I remember they came attached to a cookbook for kids. The first thing I ever baked was sugar cookies using these measuring spoons.*

Image Two: *This cheese slicer belongs to my mother. It was the first thing her and my father bought together. Now, over 40 years later, my mother still says it's the best cheese slicer she's ever used.*

DO: Look at the kitchen tool you pulled out and ask yourself-- *Why does it stand out? Does it look old? Shiny?* Does it have a pattern on it? Is it something you use often or have you never seen it before? Does it have a story attached to you?



KITCHEN TOOL EXPLORATION

RESEARCH: First, ask a family member about it. Where did they get it? What do they use it for? Is there a story behind the tool? Then, do some research online. See if you can find out the following facts:

- Where the tool was invented
- Common uses for the tool
- A fun fact about the tool

DO: Try using the tool in the kitchen! Here are some ideas:

- Help a family member use it while they cook a meal
- Find a recipe that requires that you use the tool and make it yourself
- See if you could make a midday snack using the tool.
 - If you are new to using it, ask a family member to help you.

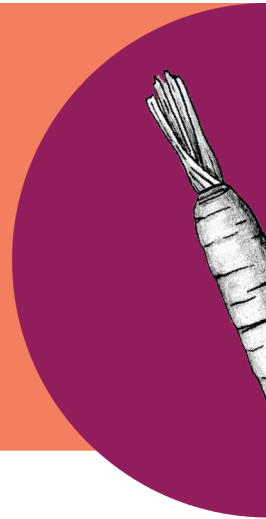
SHARE: Take a picture of your tool and share a fun fact with your class! Your teacher will let you know how to share it with you classmates.

INTERVIEW: Ask your family member if they have a tool that is meaningful to them. You can come up with your own questions, but here are some starting questions you might ask:

- What is a tool from your kitchen that is important to you?
- What do you use the tool for?
- Why is the tool special to you?
- Do you have a story about this tool?
- How often do you use the tool?
- What is your favorite food to make with the tool?

Teacher Notes:

- If you are teaching this activity as part of the curriculum [Cooking With Curiosity: Challenging Perfection With Reflection](#), see [Introduction to Unit One](#) of the curriculum guide.
- See [Sharing Toolkit for Teachers](#) to help determine how students will share and which platform they will use. Also see our student resource, [Sharing What You Made](#) to support students around creating voice memos, photo diaries, etc.



HOW TO: MINCE

Student Name:

Summary: Do you want to know how to use a knife like a professional chef?

Mincing is an essential knife technique that allows you to cut foods into very small pieces quickly. It is easy and satisfying to learn how to do! This lesson will help you get started mincing and prepare a delicious Italian topping called gremolata that is excellent with roasted vegetables, soup, or grilled meats.

Time: 30-60 minutes

Before you get started:

- Collect all the following materials
- Check in with an adult at home before using a knife (if that isn't something you do normally without supervision)

Materials:

- Chef knife
- Cutting board
- Parsley
- Garlic
- Lemon
- Salt



HOW TO: MINCE

WATCH: Go to <https://youtu.be/7ZlUUOXQKYc> to watch Nick from The Edible Schoolyard demonstrating how to mince.

DO: Get your workstation set up with a cutting board, knife, and an ingredient to mince. Try it out and take it slow. Remember to keep firm pressure on the front of the blade and rock the handle up and down.

PREPARE: Gremolata is an easy, delicious seasoning that works with lots of foods. [Gremolata](#) is a perfect recipe to practice your mincing as it contains just three ingredients, each of which gets minced. All you need to make gremolata is ½ cup of parsley leaves, 1 clove of garlic, and the zest (skin) of 1 lemon. Combine the ingredients on your cutting board and mince them together. Add a pinch of salt, mix, and then serve it up on top of eggs, potatoes, or pasta!

CLEAN: Clean your knife, dry it, and put it away securely before getting started on the rest of your kitchen clean up using your [Cleaning Checklist](#).

REFLECT: How did it go? Find a family member and demonstrate what you learned. How long do you think you will have to practice to master mincing?

Student Notes: If you made gremolata, try making some of the following recipes to go with it!

- [Roasted vegetables](#) are delicious with gremolata on top.
- [Fresh homemade pasta](#) is wonderful with gremolata and parmesan cheese.

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 2.5. The fifth lesson of unit 2.

THE **EDIBLE**
SCHOOLYARD
PROJECT

CREATE YOUR OWN: YOGURT SAUCE

Student Name:

Summary: In this lesson, students create their own yogurt sauce recipe and practice mincing fresh herbs. This is a very flexible recipe and a good example of how ingredients can be substituted, omitted, or added.

Time: 60 minutes

Materials:

- See the [Create Your Own: Quick Organic Yogurt Sauce](#) recipe (linked and attached below) to determine what materials you will use.



CREATE YOUR OWN: YOGURT SAUCE

READ: Some recipes don't have precise instructions and have very flexible ingredient lists. This Yogurt Sauce recipe is an example of a recipe that is really flexible. Recipes like this are great because the basic instructions remain the same, but many of the ingredients can be substituted. This allows you more flexibility and creativity in the kitchen.

This recipe calls for chopped fresh herbs and minced garlic or onion. This is a great opportunity to practice your new mincing skills. Make sure to mince the garlic and/or onion very finely before adding it to your sauce.

DO: Complete the [Choose Your Own: Yogurt Sauce](#) recipe by following each step and making your own choices.

RECORD: Write down your recipe by circling each item you are adding or coloring that item in. You can also write down your completed recipe in the [Recipe Card](#) visual.

CLEAN: Clean your knife, dry it, and put it away securely before getting started on the rest of your kitchen clean up using your [Cleaning Checklist](#).

ENJOY: Enjoy your yogurt sauce as a dip with some carrot or celery sticks. Try it as a salad dressing or put a dollop of it on top of a soup. This yogurt sauce goes with just about anything!

WRITE: Reflect on how it felt for you to create your own recipe. Spin your Reflection Wheel and answer the questions for the section you landed on. If you haven't completed a reflection wheel, see the lesson [Kitchen Reflection Wheel](#).

SHARE: Your teacher will let you know how to share your recipe with your class. You can also send your recipe to a family member or a friend.



CREATE YOUR OWN: YOGURT SAUCE

Student Notes: You can extend this activity and learn more with the following activities:

- Prepare [Roasted Vegetables](#) and serve this sauce alongside them.
- Check out our [How to Read a Recipe](#) lesson if you want to learn more about reading recipes.

Teacher Notes:

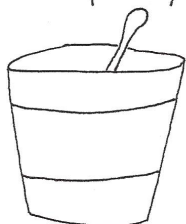
- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 2.6. The sixth lesson of Unit 2.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.



YOGURT SAUCE [RECIPE VISUAL]

choose your own YOGURT SAUCE

① Start with plain yogurt.



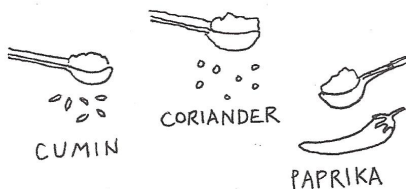
② Stir in up to 2 tablespoons of:

MUSTARD or TAHINI



OR skip to step ③

③ stir in up to 1 teaspoon of:



OR skip to step ④

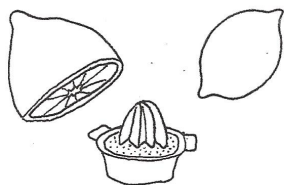
④ stir in up to 1/4 cup, chopped, of:



OR skip to step ⑤

⑤ stir in up to 2 tablespoons of:

LEMON or LIME



OR skip to step ⑥

⑥ stir in up to 2 teaspoons, minced, of:



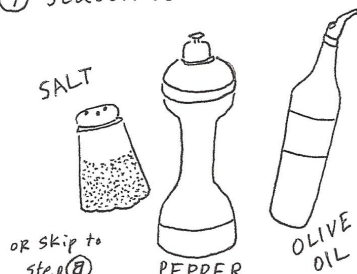
GARLIC



ONION

OR skip to step ⑦

⑦ Season to taste with:



OR skip to
step ⑧

⑧ Taste, and return to steps 2-7 as desired.

⑨ ENJOY! Delicious as a sauce or
dip for vegetables, a marinade for meat, a
drizzle for falafels or savory pancakes or
a dressing for salads and cole slaw.

THE **EDIBLE**
SCHOOLYARD
PROJECT

PEER CHECK-IN

Student Name: _____

Summary: Sometimes, our peers (friends, classmates, neighbors, siblings, or cousins) might have ideas, questions, or perspectives that we would not have thought of on our own. You can learn from one another! In this lesson, you and a friend will chat about your kitchen goals and questions. As you work with your friend, consider the following question: *how can we help each other to learn and reflect in the kitchen?*

Time: 30 minutes

Vocabulary:

- **Negative self talk:** An inner voice that is negative and puts us down.

PREPARE: Before you talk to your friend or classmate, come up with 1-2 questions about cooking or some cooking goals. Are you wondering how to improve a skill or change a flavor? Are you hoping to be able to make a certain dish? Are you looking for ingredient ideas? If you completed the worksheet [Finding Success on My Own Terms](#), it might help to look back on the goals you outlined there. Write your questions or goals on a piece of paper so that you have them handy.



PEER CHECK-IN

TALK: Call up a friend or classmate for 20 minutes. You can split the time, spending 10 minutes on each of you. When it is your turn, share your cooking question(s) with your peer. They will ask you questions and offer their perspective in order to support you with your question or goal. Then switch and your partner will ask you their kitchen question(s).

Here are some prompts for how you can support your peer with their cooking question(s):

- What made you think of this question or goal?
- What have you tried so far?
- What has gone well so far? Why?
- What would you try differently? Why?
- Where could you look for that information?
- What could be your next step towards answering your question/reaching your goal?
- Have you tried...?

READ: Keep a lookout for *negative self* talk. If your partner starts to say things like “I am bad at...” or “I can’t...”, see if you can help them flip the script. You might remind them that mistakes in the kitchen help us learn and improve. Help them remember that mistakes don’t define who we are as people or limit our ability to grow and improve. Then, you can help them think about what went well, what they might try differently, and what they would like to work on.

DISCUSS: At the end of your conversation, discuss how it felt to check in with each other. Share two things that each of you are taking away from the conversation.

REFLECT: On a piece of paper, reflect on how the activity was for you. *Was it easy or difficult to talk to your peer? Through talking, did your opinion on how you felt about the question or goal change?*

Teacher Notes:

If you are teaching this activity as part of the curriculum [Cooking With Curiosity: Challenging Perfection With Reflection](#), see [Introduction to Unit One](#) of the curriculum guide.

THE **EDIBLE**
SCHOOLYARD
PROJECT

CREATE YOUR OWN: SALAD DRESSING

Student Name:

Summary: Salad dressing is easy to make at home! In this lesson, you will learn how to make a salad dressing and practice your skills using a flexible recipe.

Time: 30 minutes

Before you get started:

- Collect all your materials
- Check-in with an adult at home before using a knife (if that isn't something you do normally without supervision)

Materials: See the [Create Your Own: Salad Dressing](#) recipe (linked and attached below) to determine what materials you will use.



CREATE YOUR OWN: SALAD DRESSING

READ: Some recipes have very flexible ingredient lists. Recipes like this are great because the basic instructions remain the same, but many of the ingredients can be substituted. This allows you more flexibility and creativity in the kitchen.

DO: Complete the [Create Your Own: Salad Dressing](#) recipe by following each step and making your own choices.

CLEAN: Clean your knife, dry it, and put it away securely before getting started on the rest of your kitchen clean up using your [Cleaning Checklist](#).

RECORD: Write down your recipe by circling each item you are adding or coloring that item in. Also, write down your completed recipe in the [Recipe Card visual](#) (linked and attached below)

ENJOY: Enjoy your salad dressing over some locally grown and organic salad greens!

WRITE: Reflect on how it felt for you to create your own recipe. Spin your reflection wheel and answer the questions for the section you landed on. If you haven't completed a reflection wheel, see the [Kitchen Reflection Wheel lesson](#) or skip this reflection.

SHARE: Show your classmates or family members what you made!. Ask your teacher *how* they want you to share with your class and which sharing platforms or methods they would prefer you to use.

Student Notes: You can extend this activity and learn more with the following activities:

- Check out our [How to Read a Recipe Lesson](#) if you want to learn more about reading recipes.
- Want to experiment with different flavor profiles? Try these combinations for your next dressing. Flavor profile suggestions:
 - Green onions, pepper, honey, mustard, sesame oil. Try making a miso dressing by omitting ¼ cup extra virgin olive oil and adding ¼ miso paste.
 - Yogurt, buttermilk, dill, mint, shallots
 - Lemon, thyme, red wine vinegar, honey
 - Lemon, garlic, mustard, honey
 - lemon, garlic, capers, mayo, and parmesan



CREATE YOUR OWN: SALAD DRESSING

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 2.8. The eighth lesson of Unit 2.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.



SALAD DRESSING

[RECIPE VISUAL]

Create your own salad dressing recipe

STEP ONE

IN A BOWL MIX TOGETHER *ACID, *ALLIUMS, HERBS AND SPICES

- CHOOSE *ACID (VINEGAR OR LEMON OR LIME JUICE)



3 TABLESPOONS
RICE VINEGAR



3 TABLESPOONS
APPLE CIDER VINEGAR



3 TABLESPOONS
RED OR WHITE WINE VINEGAR



3 TABLESPOONS
CHAMPAGNE VINEGAR



2 TABLESPOONS
WHITE VINEGAR



JUICE OF HALF OR WHOLE
LEMON OR LIME

- CHOOSE *ALLIUMS (GARLIC, ONIONS, LEEKS)



1 SMALL
SHALLOT



1 CLOVE
GARLIC



1 TABLESPOON
RED ONION



1 SMALL
GREEN ONION



A BUNCH
CHIVES

DIRECTIONS: MINCE YOUR ALLIUM

- CHOOSE FRESH HERBS: 1 TABLESPOON



DILL



THYME



MINT



PARSLEY

DIRECTIONS: MINCE, CHOP OR CHIFFONADE THE HERBS. CHOOSE ONE OR MORE THAN ONE!

• CHOOSE SPICES AND FLAVORINGS:



BLACK PEPPER
*TO TASTE



1 TEASPOON
RED PEPPER FLAKES



2 TEASPOONS
MUSTARD

• CHOOSE SWEETNER: 2 TEASPOONS (OPTIONAL)



BROWN SUGAR



HONEY



PALM SUGAR

STEP TWO

SLOWLY ADD OLIVE OIL TO THE OTHER INGREDIENTS

• CHOOSE OILS



3/4 CUP
EXTRA VIRGIN
OLIVE OIL



1/4 CUP SESAME OIL
+
1/2 CUP OLIVE OIL



1/4 CUP NUT OIL
(WALNUT, AVOCADO, PISTACHIO)
+
1/2 CUP OLIVE OIL

* WE RECOMMEND USING OLIVE OIL FOR THE RICH FLAVOR IT HAS. YOU CAN USE VEGETABLE, CANOLA, OR PEANUT OIL IN A PINCH. BUT THE FLAVOR WILL BE LESS PRONOUNCED.

DIRECTIONS: ADD THE OIL BY POURING A THIN STREAM, WHILE WHISKING CONSTANTLY. IF THE DRESSING IS TOO THICK, ADD A LITTLE BIT OF WATER, 1 TEASPOON AT A TIME. ANOTHER OPTION: PUT ALL INGREDIENTS INTO A JAR AND SHAKE IT VIGOROUSLY. THIS IS A GREAT TASK FOR YOUNG ONES TO HELP WITH IN THE KITCHEN.

WANT TO MAKE YOUR DRESSING

CREAMY? OMIT 1/2 CUP OIL AND ADD:



1/2 CUP YOGURT



1/2 CUP BUTTERMILK



1/2 CUP MAYONNAISE



STEP THREE

ADD SALT TO TASTE





RECIPE CARD VISUAL

RECIPE:

~ INGREDIENTS ~

~ INSTRUCTIONS ~



Front

Fold or cut here

Back

RECIPE:

~ INGREDIENTS ~

~ INSTRUCTIONS ~



THE **EDIBLE**
SCHOOLYARD
PROJECT

HOW TO: APPROXIMATE RECIPES

Student Name:

Summary: Do you see cooks and chefs preparing food without measuring or without even looking at recipes? Do you want to be able to cook with that kind of freedom? Learning how to approximate recipes and measurements is an important part of learning how to cook. This lesson will help you practice those skills.

Time: 30 minutes

Vocabulary:

- **Approximate:** [noun] close to the actual, but not completely accurate or exact
- **Approximate:** [verb] to guess or estimate
- **Precise:** exact or accurate



HOW TO: APPROXIMATE RECIPES

THINK: Does anyone in your family cook without precise recipes or measuring ingredients? If so, watch them cook and ask them how they learned to do it that way. If not, you might be the first in your family to do so!

READ: You probably already approximate recipes. If you have poured yourself a bowl of milk and cereal or made yourself a peanut butter and jelly sandwich without measuring the ingredients you have cooked without a recipe. With practice and repetition, you'll be able to complete more complex recipes from memory without measurements.

Many people cook without written recipes or precise measurements. Learning how to cook without recipes and measurements can feel freeing because you don't have to reference a book or measure each ingredient. When cooking without a precise recipe it is important to know the basic ratios or amounts for the dish you are preparing. You will also want to build your skills at approximating (carefully guessing) measurements.

WATCH: Go to the [How To: Approximate Recipes video](#) to watch a short video on approximating a salad dressing recipe.

PREPARE: Try making the [Create Your Own Salad Dressing](#) recipe without measuring the ingredients. If you feel like you remember the ingredients and proportions well, try making it without referencing the recipe.

CLEAN: Clean your knife, dry it, and put it away securely before getting started on the rest of your kitchen clean up using your [Cleaning Checklist](#).

ENJOY: Enjoy your salad dressing over some locally grown and organic salad greens!

WRITE: Reflect on how it felt for you to create your own recipe. Spin your reflection wheel and answer the questions for the section you landed on. If you haven't completed a reflection wheel, see the [Kitchen Reflection Wheel lesson](#) or skip this reflection.



HOW TO: APPROXIMATE RECIPES

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 2.9. The ninth lesson of Unit 2.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.



SHARING WHAT YOU MADE

[STUDENT RESOURCE]

Summary: We want you to share what you are creating with your peers, teacher, or family members. There are a number of different ways you can share what you are creating. This document shares some tips and tricks for completing videos, photo essays, or voice memos for different assignments and when prompted by your teacher or a family member.

DO: Choose to share a recipe or a skill you are learning in the kitchen using a video, a voice memo, or photo essay. See the tips and tricks below on how to make a video, photo essay, or voice memo.

SHARE: Once you are done making a video, voice memo, or photo essay, share it! If you are completing your cooking lessons **with your class**, your teacher will let you know how they want you to share with the class. Your class might use Padlet, Flipgrid, Google Classroom, Instagram, or another platform. If you are doing these lessons **with your family**, send a family member what you created.

Ways to share your work:

- **Written Reflections:** Free-write journaling is a great way to process your feelings, thoughts, and opinions.
 - Take a picture of the written text with your phone.
 - Copy and paste what you wrote to the suggested platform.
 - Take a screenshot [Mac users: command + shift + 4, Chromebook users: CTRL + Show (a rectangle with 2 lines next it), Windows users: Windows + Shift + S] of your writing. Save the screenshot and rename it.
- **Videos:** Videos can be an awesome way to document your cooking process or showcase a kitchen skill! Check out these tips for how to record your video:
 - Recording a video on a smartphone: If you or a family member has a smartphone, that can be a simple way to record a video. In the camera app, switch the setting from Photo to Video, and press the red button to start recording. To finish recording, press the red button again, and the video will save into your video library.
 - Recording a video on a laptop: There are few different ways to record a video on a laptop. You might use *Youtube.com*, where [you can record a video directly onto the website](#). You can also use an application like [PhotoBooth](#) (Mac), [iMovie](#) (Mac), or [Camera](#) (Windows).



SHARING WHAT YOU MADE

[STUDENT RESOURCE]

- Consider asking a friend, family member or guardian to record you while you demonstrate your skill. Or you could prop up the phone or point the laptop towards you and record yourself!
- Make sure it is light enough that you are visible and clear in the video. Also, think about which angle would best capture your skill demonstration (for example: if you are demonstrating your knife skills, you probably want the camera to focus on your hands and the cutting board).
- **Photo Essays:** Using a photo essay, you can document your cooking process using a snapshot of each step. Here are some photo essay tips:
 - Include at least five photos of the cooking process.
 - For each photo, include a caption that describes what is happening. Feel free to be creative with your captions!
 - If you have a helper, see if they would be willing to take pictures of you preparing the food. If not, no problem! You can take pictures of the food in a way that shows each step of the process (for example: if you are cutting vegetables, you might take a picture that includes the veggies and the knife on the cutting board)
 - Check the picture right after taking it to make sure that it is clear and bright enough to demonstrate the cooking step. If it is blurry or dark, take the photo again.
- **Voice Memos:** Some of the lessons give you the option to respond to a prompt using a voice memo instead of writing something down. Tips for voice memos:
 - Using a smartphone, you can use the Voice Memos app or another voice recorder app to record yourself speaking. Open the app, hit the red button to record, speak into the microphone on your phone, and hit the red square when you are finished. You can tap the name to rename the file.
 - On your computer, there are a number of applications you might use, such as [Garageband](#), [QuickTime Player](#), or [Sound Recorder or Voice Recorder on Windows](#).
 - Replay your voice memo to check it before you upload it to your class sharing platform. Sometimes the beginning or end of a message gets cut off, or the sound ends up muffled or quiet. If there is an issue with the recording, you can delete it and try again.

Teacher Notes:

- In the *Cooking with Curiosity: Challenging Perfection with Reflection* this resource is in Appendix D
- Check with your district guidelines before having students share their work online.

Disclaimer: All videos and references are used for educational purposes only. The Edible Schoolyard Project does not endorse any brands, labels, organizations, or businesses included in videos or references.

THE EDIBLE SCHOOLYARD PROJECT

COOKING WITH CURIOSITY: UNIT THREE INTRODUCTION

Summary: This unit builds on the learning objectives of Unit Two. Students will learn by watching short instructional skills videos and then practicing that skill. Again, once students have gained proficiency with a skill, they will apply their skills by completing “Create Your Own” lessons that give free-choice with various ingredients in the recipe. The lessons in this unit focus on practicing cooking skills like using the stove and oven. The learning process centers students reflecting on their process of cooking; identifying what worked and what didn’t. See the document Unit Three Scope and Sequence (attached below) for a detailed outline of lessons for Unit Three.

Learning Objectives:

Students will...

- Deepen their understanding of the difference between precise recipes and flexible recipes
- Understand and practice the basics of whisking, emulsifying, sautéing, blanching, roasting, and baking
- Reflect on and learn from their experiences in the kitchen
- Prepare for and participate effectively in a range of conversations
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Make ingredient choices for their recipes and reflect on those selections
- Practice reflective thinking and writing reflective responses

Assessments:

- All completed worksheets and lesson plans can be evaluated to determine student progress



COOKING WITH CURIOSITY: UNIT THREE INTRODUCTION

PLAN: The teacher resource, [Recipes and List of Equipment and Ingredients](#) details recipes, general equipment, and bulk ingredients for the recipes featured in the curriculum. We suggest having students or parents check off the equipment they have available. If in the event some equipment is not available, you can indicate to students how they can adapt the recipes.

Notes for *How to Skills Videos*: For all of the How to lessons we have included videos. This way the lessons can be taught asynchronously. Following is a list of other adaptations for teaching the skills videos:

- If you are teaching synchronously:
 - Instruct students to view the video before class or at the beginning of class. Then repeat the skills video again synchronously as a class.
 - Show our videos to introduce students to the skill they are learning. Then have students practice that skill with you synchronously.
- You can use our videos as a guide for making your own videos. If you turn on the closed caption of the video, you can use it as a script for making your video!

Notes for *Create Your Own*

- There are a number of ways you can engage students in these lessons. Here are a couple of suggestions.
 - Hold a synchronous class showing students how to complete the recipe. Then, either have students complete the recipe with you OR create their recipe on their own outside of class time.
 - Direct students to complete the Create Your Own lessons on their own. Then hold a virtual meeting time during which students can ask you questions.
 - Hold a synchronous class and designate class time for students to make choices about their recipes. Then lead the whole class through a demonstration of how to complete the recipe.
 - Hold a synchronous class and have every student complete the same version of the recipe. Then instruct students to complete the create your own version of the recipe on their own.



COOKING WITH CURIOSITY: UNIT THREE INTRODUCTION

Additional Unit Teacher Notes:

- It can be challenging to gauge how long lessons take when taught via distance learning. The instructional minutes indicated for each lesson is the projected time it would take to teach that lesson synchronously. We suggest doubling suggested instructional time when directing students to complete the lessons on their own.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners. Consider also adding visual aids or creating a PowerPoint for those sections.
- A strong focus on this curriculum is allowing students to explore cooking freely, therefore we don't suggest evaluating students on recipe outcome. Instead, we suggest using student responses to reflection prompts to gauge what students are learning.
- Some lesson plans are formatted as a fillable PDF so that students can answer the questions and return the document as if it were a worksheet. We recommend testing this functionality with your technology as it varies by device and operating system. If it does not work for you, consider using a google form or having students answer the questions in a new document and submitting their answers to you that way.



COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT THREE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources that Accompany Lesson Plan
Week Nine					
How To: Flip Food	3.1: Lesson One	30 minutes	- How do we develop and refine our kitchen skills? - What are the important skills to learn in the kitchen?	Understand and practice the basics of flipping food.	
Create Your Own: Sautéed Organic Vegetables	3.2: Lesson Two	60 minutes	How do your cooking choices help you to make recipes your own?	Make choices in the ingredients of their recipes and reflect on those selections	[VISUAL] Sautéed Recipe [FAMILY/TEACHER RESOURCE]: Create Your Own Recipe Supports.
Week Ten					
How To: Whisk and Emulsify	3.3 Lesson Three	(60 minutes synchronous, TBD asynchronous)	- How do we develop and refine our kitchen skills? - What are the important skills to learn in the kitchen?	Understand and practice the basics of whisking and emulsifying.	
Create Your Own: Any Organic Greens Pesto	3.4: Lesson Four	(60 minutes synchronous, TBD asynchronous)	- How do your cooking choices help you to make recipes your own? - How might cooking missteps or failures teach us to become better cooks?	Make choices in the ingredients of their recipes and reflect on those selections	[FAMILY/TEACHER RESOURCE]: Create Your Own Recipe Supports. [VISUAL] Pesto Recipe

COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT THREE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
Week Ten Continued					
Sharing What You Made (homework)	3.5: Lesson five	To be determined (TBD) by the student	- Why should we take time to reflect when we cook? - How do we support each other to share without judgment and celebrate each other's accomplishments?	- Practice reflective thinking and responding. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	[PLANNING RESOURCE]: Sharing and Extension Activities
Week Eleven					
How To: Cut Vegetables (Review) (if needed)	2.6: Lesson six	20 minutes (synchronous, TBD asynchronous)	How do we develop and refine our kitchen skills?	Understand and practice basic cuts, such as dicing, a chiffonade, julienning, and splicing.	
Create Your Own: Grain Bowl Recipe	3.7: Lesson seven	90 minutes	How do your cooking choices help you to make recipes your own?	- Make choices in the ingredients of their recipes and reflect on those selections - Further their understanding of the difference between precise recipes and flexible recipes.	[FAMILY/TEACHER RESOURCE]: Create Your Own Recipe Supports [VISUAL] Grain Bowl Recipe



COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT THREE

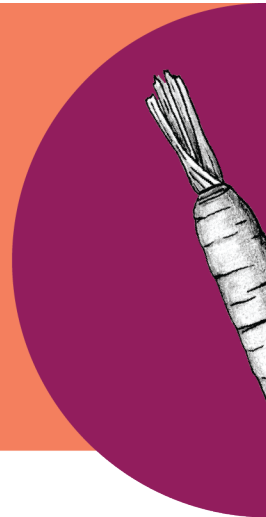
Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
Week Eleven Continued					
Extension Activities: Suggested activity—Interview an Elder (homework)	3.8: Lesson eight	30 Minutes	What makes cooking and being in the kitchen meaningful?	- Reflect on their experiences in the kitchen. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	
Week Twelve					
How To: Basic Baking Methods	3.9: Lesson nine	60 minutes	How do we develop and refine our kitchen skills?	Understand and practice the basics of baking.	
Create Your Own: Season, Organic Fruit Muffin	3.10: Lesson ten	60 minutes	How do your cooking choices help you to make recipes your own?	- Understand and practice the basics of baking. - Make choices in the ingredients of their recipes and reflect on those selections	[FAMILY/TEACHER RESOURCE]: Create Your Own Recipe Supports. [VISUAL] Recipe



COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT THREE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
Week Twelve Continued					
Extension Activities: Suggested Activity- Decorate a Recipe (homework)	3.11 Lesson Eight	20 minutes	What makes cooking and being in the kitchen meaningful?	Reflect on their experiences in the kitchen	
Sharing What You Made	3.12 Lesson Twelve	15-30 minutes	- Why should we take time to reflect when we cook? - How do we support each other to share without judgment and celebrate each other's accomplishments?	- Practice reflective thinking and responding. - Prepare for and participate effectively in a range of conversations - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	[TEACHER RESOURCE]: Sharing Toolkit for Teachers [STUDENT RESOURCE]: Sharing What You Made



HOW TO: FLIP FOOD

Student Name:

Summary: Have you watched chefs on TV effortlessly flip an egg or pancake without using a spatula? Do you want to be able to do that and impress your friends with your skills? In this lesson, you'll learn how to flip food in a sauté pan and reflect upon how you learn new skills.

Time: 30 minutes

Materials:

- Computer or another device to view the video.
- Paper and pen or pencil.
- Pan with curved sides and something to practice flipping, such as popcorn kernels or uncooked rice.



HOW TO: FLIP FOOD

WRITE/DESCRIBE: Write the story of a time you had to learn something new that involved practice. What were you learning? How did practice help you learn?

Write or Draw Your Story

Now that you have reflected on the importance of practice, you are going to learn a new skill that requires practice: how to flip food.

WATCH: View the [Flipping Food Demonstration](https://www.youtube.com/watch?v=ho6fnWjNY_4&feature=youtu.be) video at https://www.youtube.com/watch?v=ho6fnWjNY_4&feature=youtu.be to watch Nick from The Edible Schoolyard demonstrate the skill of flipping food in a pan.



HOW TO: FLIP FOOD

PRACTICE: Head to the kitchen and practice flipping. REMEMBER: To flip food in a pan, you want to push the pan away from you to get the food moving, and then yank it back with a gentle toss. You should expect to make a bit of a mess when you are starting out. Remember to clean up and keep practicing!

CLEAN: Now that you are done in the kitchen it's time to clean up! Go to the lesson, [A Clean Kitchen](#) to download your [Cleaning Checklist](#).

REFLECT: How'd it go? Go to someone in your house and demonstrate what you learned. How long do you think you will have to practice to master the food flip?

Student Notes: Want to explore further? Below are some ways you can practice flipping and share what you learn with others.

- **What else can you flip?** Think about other foods that can be flipped. Write them down and practice flipping those foods.
- **Make it a challenge:** Try to flip the rice (or whatever you have in the pan) ten times in a row without spilling any!

References:

Edible Schoolyard Project (2020 April, 23). *Flipping Food Demonstration*. [Video]. Retrieved from https://www.youtube.com/watch?v=ho6fnWjNY_4&feature=youtu.be

Notes for Teachers/Parents

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#), this lesson is 3.1, the first lesson of Unit 3.
- This lesson encourages students to practice flipping with rice or popcorn kernels as a means of low stakes practice. Flipping a cooking egg or pancake is more difficult and also more stressful as a mistake would mess up the end product. Practice with rice or popcorn kernels also avoids the risk of burning themselves with hot food while learning a new fine motor skill. This lesson provides practice for students to build their motor skills and muscle memory before attempting to flip hot food. This practice sets them up for success when it matters.

THE **EDIBLE**
SCHOOLYARD
PROJECT

CREATE YOUR OWN: SAUTÉED ORGANIC VEGETABLES

Summary: Sautéing vegetables is a great way to prepare a quick, healthy side dish. Now that you know [How to Flip Food](#) (if you haven't yet completed this lesson, do it before continuing here) you are ready to sauté! Sauté means to leap or jump in French. In this lesson, you will learn how to sauté while perfecting your food flipping skills.

Time: 60 minutes

Before you get started:

- Collect all your materials.
- This recipe requires you to use the stove. Check-in with an adult at home before you begin (if that isn't something you do normally without supervision).
- You will be cutting vegetables in this lesson. Make sure you are practicing good knife safety.

Materials: See the [Create Your Own: Sautéed Vegetables](#) visual to determine what ingredients you will use.



CREATE YOUR OWN: SAUTÉED ORGANIC VEGETABLES

DO: Complete the [Create Your Own: Sautéed Vegetables](#) recipe (attached below) by following each step and making your own choices. Remember to read over your recipe at least once all the way through before you begin cooking.

CLEAN: Now that you are done in the kitchen, it's time to clean up! Go to the lesson, [A Clean Kitchen](#) to download your [Cleaning Checklist](#).

RECORD: Write down your recipe by circling or coloring in each item you are adding.

WRITE: Reflect on how it felt for you to create your own recipe. Spin your reflection wheel and answer the questions for the section you landed on. If you haven't completed a reflection wheel, see the [Kitchen Reflection Wheel](#) lesson or skip this reflection.

SHARE: Show your classmates or family members what you made! Your teacher may provide instructions for how to share your work with your classmates.

Student Notes:

You can extend this activity and learn more with the following activities:

- Check out our [How to Read a Recipe Lesson](#) if you want to learn more about reading recipes.
- Make a list of seasonal vegetables that you could sauté during each season. For example, in spring you could sauté the following: asparagus, sweet peas, carrots, and fennel.

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 3.2, the second lesson of Unit 3.
- See [Sharing Toolkit for Teachers](#) to help determine if you want students to share with their class and which platform they will use. Also see our [Sharing What You Made](#) resource for students on how to create voice memos, photo diaries, etc.



SAUTÉED ORGANIC VEGETABLES

[RECIPE VISUAL]

THE **EDIBLE**
SCHOOLYARD
PROJECT

Create your own Sautéed Vegetables

SAUTÉING VEGETABLES IS A GREAT WAY TO PREPARE A QUICK, HEALTHY SIDE DISH. SAUTÉING INVOLVES COOKING OVER MEDIUM-HIGH HEAT IN A FRYING PAN OR SKILLET WHILE TOSSING (SAUTÉ MEANS TO LEAP OR JUMP IN FRENCH) TO MIX. NEARLY ANY SEASONAL VEGETABLE CAN BE SAUTÉED!

STEP ONE

CHOOSE GREENS, VEGETABLES, OR A MIX OF BOTH

GREENS AND VEGETABLES CAN COOK AT DIFFERENT RATES, WHICH CHANGES THE COOKING TIME REQUIRED. WE RECOMMEND COOKING VEGETABLES FIRST. THEN ADDING IN YOUR GREENS IN THE LAST 5 MINUTES OF COOKING.

• CHOOSE GREENS: $\frac{1}{2}$ BUNCH



KALE



COLLARD



SPINACH



CHARD

OTHER OPTIONS: PAC CHOI, MUSTARD GREENS, BEET TOPS, CABBAGE

→ CHOOSE ONE OR MORE THAN ONE!

• CHOOSE VEGETABLES: 2 CUPS, CUT INTO BITE-SIZED PIECES.



BELL PEPPERS



BROCCOLI



CAULIFLOWER



CARROTS



ONIONS

→ CHOOSE ONE OR MORE THAN ONE!

STEP TWO

CHOOSE A FAT

• CHOOSE A FAT: 2 TABLESPOONS



EXTRA VIRGIN
OLIVE OIL



VEGETABLE OIL



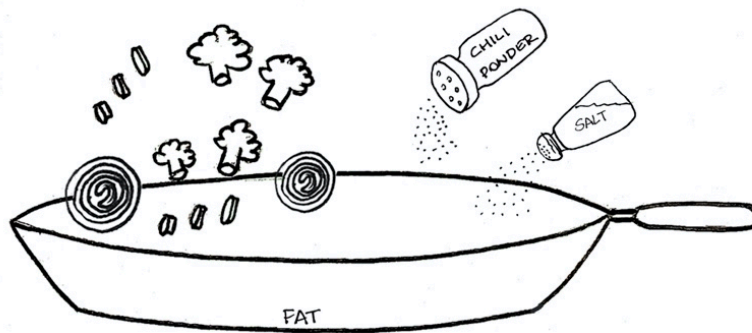
BUTTER

OTHER OPTIONS: SESAME OIL,
BACON FAT, NUT OILS,
COCONUT OIL, OR GRAPESEED OIL

STEP THREE

SAUTÉ YOUR VEGETABLES

DIRECTIONS: WARM A SKILLET OVER MEDIUM-HIGH HEAT FOR A MINUTE. ADD THE FAT AND SWIRL TO COAT THE BOTTOM OF THE PAN. AFTER 10 OR 20 SECONDS ADD YOUR VEGETABLES. STIR, OCCASIONALLY FLIPPING THE FOOD. COOK FOR 5 MINUTES. THE LONGER YOU COOK THE VEGETABLES THE MORE TENDER THEY WILL BE.



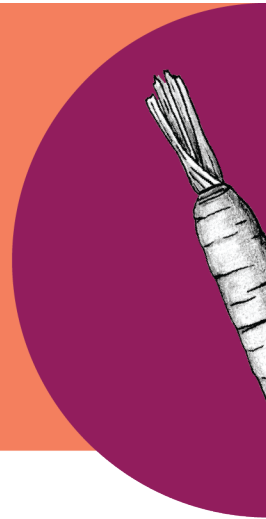
STEP FOUR

SALT TO TASTE AND SEASON

DIRECTIONS: ADD SALT AND SPRINKLE WITH CHILI POWDER, SUMAC, AND OTHER SPICES.

EAT ON IT'S OWN,
OR SERVE OVER GRAINS OR WITH EGGS.





HOW TO: WHISK AND EMULSIFY

Summary: Can you picture a chef rapidly whisking a bowl of cream or emulsifying a salad dressing? It is a common image that showcases skill and technical ability in the kitchen. With a little practice, you can learn to whisk just like a professional chef. This lesson will introduce you to whisking and help you practice your technique!

Time: 60 minutes

Before you get started:

- Collect all the following materials.

Materials:

- Bowl
- Whisk
- Cooking oil
- Water

Vocabulary:

- **Emulsion:** a mixture of two liquid ingredients that would not normally mix.
- **Emulsifier:** an ingredient that stabilizes an emulsion. Mustard, egg yolks, and mayonnaise are common emulsifiers.



HOW TO: WHISK AND EMULSIFY

READ:

- Whisking is a basic technique for mixing ingredients together quickly. You can whisk together dry or wet ingredients separately or combine the two by whisking.
- Whisking is often used to make an emulsion. An emulsion is a mixture of two or more liquid ingredients that don't normally stay mixed together like oil and vinegar.
- You can whisk using a whisk, a fork, or even chopsticks!
- You can whisk using a back and forth, stirring in a circle, or looping up into the air method. Try around with all three of these to get a feel for each.

WATCH: View the [How to Whisk](https://vimeo.com/475590083) video at <https://vimeo.com/475590083> to see a demonstration of whisking techniques.

READ: Sometimes when you are whisking your bowl can move around on the countertop a lot. Try these simple tricks to stabilize the bowl:

- **Place your bowl on top of a damp kitchen towel.** Run a kitchen towel under water, wring it out, leaving it damp but not dripping. Shape the towel into a small ring on your countertop and then place your bowl into the ring.
- **Use a saucepan to stabilize your bowl.** Place your bowl over an empty saucepan, making sure the rim of the bowl hangs over the sides of the saucepan so it doesn't fall all the way in.

DO: Set up your workstation. Get out your bowl, oil, water, whisk. If you don't have a whisk, that's okay! You can practice with a fork or chopsticks. The motion is the same as with a whisk. Try to mix as vigorously as you can without spilling any of the liquid.

- Pour 2 tablespoons each of oil and water into your bowl.
- Whisk them together. You should see lots of tiny droplets of oil mixed in with the water. The mixture should look cloudy and pale white. This is an emulsion.
- The mixture will quickly begin to separate after you stop whisking. Larger oil bubbles will form and float on top of the water.
- Once this has happened, you can keep whisking and practicing your technique. See how quickly you can get it back to a cloudy white mixture.
- If you are spilling frequently, try a larger bowl or mixing more slowly.



HOW TO: WHISK AND EMULSIFY

READ: Emulsions can be stable or unstable. Your oil and water mixture is an unstable emulsion because the oil and water quickly separate from each other. An emulsifier can make this emulsion more stable and can keep the oil and water mixed together for longer. Many common household ingredients like mustard and egg yolks are good emulsifiers.

DO: Add a teaspoon of mustard, mayonnaise, honey, ketchup, or sour cream to your mixture and whisk it together again. Notice if this new mixture takes longer to separate than before.

DO: If you are completing this lesson with a class, ask your teacher what recipe they would like you to complete. If you are doing this lesson with your family or on your own, see our student notes for what recipes and lessons come next!

CLEAN: Now that you are done in the kitchen, it's time to clean up! Go to the lesson, [A Clean Kitchen](#) to download your [Cleaning Checklist](#).

REFLECT: How'd it go? Go to someone in your house and demonstrate what you learned. How long do you think you will have to practice to master whisking and emulsifying?

Student Notes: Try out these recipes that utilize whisking and emulsifying:

- Try our recipe for [Creating Your Own Any Organic Greens Pesto](#).
- Try making scrambled eggs by first whisking the eggs. Make sure to whisk them until there is no remaining white or yolk, only an even mixture of them.
- Did you know that nearly all salad dressing recipes use emulsification? Practice your recipe researching skills and look up a recipe for a salad dressing! Our [Five-Ingredient Recipe](#) lesson gives you some good tips on how to search for recipes.
- Do a quick search online to see how many different types of whisks you can find! You may be surprised to learn how many specialized shapes there are for different ingredients.
- You can also make an emulsion by shaking a jar with a tightly sealed lid or by using a blender.

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#), this lesson is 3.3, the third lesson of Unit 3.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.

References:

How to Whist (2020). Edible Schoolyard Project [Video]. Retrieved from <https://vimeo.com/475590083>

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THE EDIBLE SCHOOLYARD PROJECT

CREATE YOUR OWN: ANY ORGANIC GREENS PESTO

Summary: Have you eaten pesto before? Traditionally, pesto recipes are made with basil. In this recipe, we encourage you to experiment with different kinds of greens and herbs! In this lesson, you will practice the cooking skill of emulsifying by making a pesto.

Time: 60 minutes

Before you get started:

- Collect all materials.
- Check-in with an adult at home before using a knife (if that isn't something you do normally without supervision).

Materials: See the [Create Your Own: Any Organic Greens Pesto](#) visual to determine what materials you will use.

Vocabulary:

- **Allium:** the plant family that includes onions, garlic, leeks, and chives
- **Emulsify:** to combine two liquid ingredients that don't typically stay mixed together in a way so that they don't separate
- **Enzymes:** natural chemicals that speed up chemical reactions, including decomposition
- **Blanching:** to briefly cook in boiling water



CREATE YOUR OWN: ANY ORGANIC GREENS PESTO

READ: This recipe utilizes different cooking techniques, like emulsifying and blanching. Take time to read about these techniques before you start making your pesto.

If you haven't already completed the [How To: Whisk and Emulsify](#) lesson, take a few minutes to review it now to learn about emulsions.

Blanching refers to the process of placing vegetables in boiling water for a short time. There are certain enzymes in vegetables that cause those vegetables to lose color, texture, and flavor over time. Blanching makes those enzymes inactive, preserving the color, texture, and flavor of the vegetable. Blanching also converts starches to natural sugars, making vegetables taste sweeter.

DO: Complete the [Create Your Own: Any Organic Greens Pesto recipe](#) (attached below) by following each step and making your own choices. Please note, the recipe requires some special equipment, such as a blender, food processor, or a mortar and pestle. If you do not have that equipment see the student notes for directions.

RECORD: Write down your recipe by circling or coloring in each item you are adding.

CLEAN: Now that you are done in the kitchen, it's time to clean up! Go to the lesson, [A Clean Kitchen](#) to download your [Cleaning Checklist](#).

WRITE: Reflect on how it felt for you to create your own recipe. Spin your reflection wheel and answer the questions for the section you landed on. If you haven't completed a reflection wheel, see the [Kitchen Reflection Wheel](#) lesson or skip this reflection.

ENJOY: Eat your pesto over pasta or with eggs. Try your pesto with soft cheese and bread.

SHARE: Show your classmates or family members what you made! Your teacher may provide instructions for how to share your work with you classmates.



CREATE YOUR OWN: ANY ORGANIC GREENS PESTO

Student Notes

If you don't have the equipment listed in the recipe, you can make pesto using a cutting board and knife by following these steps:

1. On a cutting board using a knife, start mincing the allium (garlic, onions, etc) and nuts. After you finish mincing them, use the flat side of the knife to mash them ingredients into a paste.
2. Separately mince the greens. Then work minced greens into the allium/nut mixture by mincing and mashing them together. Add the greens in batches working each to a fine textured, even mixture before adding more. Once they are all mixed in, transfer the mixture to a jar or bowl.
3. Add the salt and pepper, cheese, vinegar, and oil to the jar or bowl and stir vigorously, smashing the mixture against the sides with the back of a spoon until a thick, green pesto is formed.

You can extend this lesson and learn more with the following activities:

- Check out our [How to Read a Recipe](#) lesson if you want to learn more about reading recipes.
- The basic method of making pesto is similar to making different green sauces from around the world.
 - Are there any green sauce recipes that are important to your family's cuisine?
 - Want to learn about green sauces from different locations around the world? Look at these [green sauce recipes](#) as a starting point.
 - Try making one of the many different green sauces.
 - Consider researching the origins of a particular recipe and discussing what you learn with your teacher, a friend, or a family member.
 - Want to learn how to [blanch food](#) or learn more about the [process of blanching](#)? Review these links and share what you learned with a family member or friend.

Did you know that pesto freezes well? You can make a large batch of pesto and freeze some for later use. Follow these steps:

1. Spoon the pesto into ice cube trays
2. Place ice cube trays in the freezer for 3-4 hours or until completely frozen.
3. Remove the frozen pesto cubes from the trays and place in a freezer container.
4. The pesto will keep for up to 3 months.
5. Wash the ice cube trays well before filling with water and returning to the freezer!

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 3.4, the fourth lesson of unit 3.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.
- See [Sharing Toolkit for Teachers](#) to help determine if you want students to share with their class and which platform they will use. Also see our [Sharing What You Made](#) resource for students on how to create voice memos, photo diaries, etc.

References:

Food Skills. Blanching (n.d). *Heart Foundation New Zealand*. Retrieved from <https://www.heartfoundation.org.nz/documents/teacher-tools/skill-cards/blanching-skill-card.pdf?1596758215>

Blanching (n.d). National Center for Home Food Preservation Retrieved from <https://nchfp.uga.edu/how/freeze/blanching.html>

The Science of Freezing Foods (2018) *University of Minnesota Extensions*. Retrieved from <https://extension.umn.edu/preserving-and-preparing/science-freezing-foods>.

Stockwell, A (2017, September 29th). The 10 Green Sauces That Will Make You a Better Cook. *Epicurious*. Retrieved from <https://www.epicurious.com/recipes-menus/best-green-sauces-from-around-the-world-pesto-salsa-verde-chimichurri-article>

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ANY ORGANIC GREENS PESTO

[RECIPE VISUAL]

THE EDIBLE
SCHOOLYARD
PROJECT

Create your own ANY ORGANIC GREENS PESTO



STEP ONE

CHOOSE YOUR EQUIPMENT



A BLENDER



A FOOD PROCESSOR

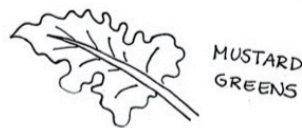
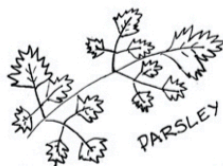


A MORTAR & PESTLE

STEP TWO

MEASURE AND PREP ALL INGREDIENTS

- CHOOSE ORGANIC GREENS AND HERBS: $1\frac{1}{2}$ CUPS PACKED INTO A MEASURING CUP



DIRECTIONS: WASH, TRIM, RINSE AND CHOP

TRY A MIXTURE OF DIFFERENT TYPES! A NICE COMBINATION IS CILANTRO, PARSLEY, ARUGULA AND BASIL.

IF YOU ARE USING KALE OR MUSTARD GREENS, REMOVE STEMS FIRST. YOU CAN EITHER BLANCH THEM OR LEAVE THEM RAW.*

- CHOOSE NUTS OR SEEDS: $\frac{1}{4}$ CUP OF:



SUNFLOWER
SEEDS



ALMONDS



WALNUTS



PINE NUTS

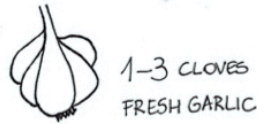


PISTACHIOS

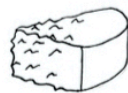
• MEASURE OLIVE OIL



• MEASURE GARLIC:



• MEASURE CHEESE: 1/2 CUP



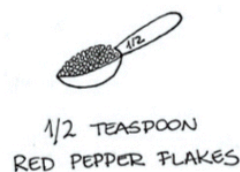
→ IF YOU WANT YOUR PESTO VEGAN,
REPLACE CHEESE WITH 3-4
TBSP NUTRITIONAL YEAST

• CHOOSE ACID: 1 TABLESPOON



• MEASURE SEASONINGS: SALT TO TASTE (START WITH 1 1/2 TEASPOON AND TASTE)

• OPTIONAL SPICES:



STEP THREE

MAKE PESTO

READ THE FOLLOWING STEPS FOR THE EQUIPMENT YOU CHOSE:

BLENDER: ADD ALL INGREDIENTS AND BLEND UNTIL SMOOTH.

FOOD PROCESSOR: ADD ALL INGREDIENTS EXCEPT YOUR OLIVE OIL. BLEND UNTIL CHUNKY, THEN SLOWLY ADD OLIVE OIL WHILE THE MOTOR IS RUNNING.

MORTAR AND PESTLE: MIX ALL INGREDIENTS EXCEPT OLIVE OIL AND ACID. POUND INTO A PASTE. THEN ADD ACID. ONCE INCORPORATED, SLOWLY ADD OLIVE OIL.

*THIS RECIPE IS A GREAT WAY TO USE UP YOUR GREENS THAT ARE WILTING, IN EXCESS OR PAST THEIR PRIME.

*TO BLANCH: PLACE THEM IN BOILING WATER FOR 2-3 MINUTES, REMOVE AND PLUNGE INTO ICED WATER OR PLACE UNDER COLD RUNNING WATER (SHOCKING OR REFRESHING) TO STOP THE COOKING PROCESS.



SHARING WHAT YOU MADE

[STUDENT RESOURCE]

Summary: We want you to share what you are creating with your peers, teacher, or family members. There are a number of different ways you can share what you are creating. This document shares some tips and tricks for completing videos, photo essays, or voice memos for different assignments and when prompted by your teacher or a family member.

DO: Choose to share a recipe or a skill you are learning in the kitchen using a video, a voice memo, or photo essay. See the tips and tricks below on how to make a video, photo essay, or voice memo.

SHARE: Once you are done making a video, voice memo, or photo essay, share it! If you are completing your cooking lessons **with your class**, your teacher will let you know how they want you to share with the class. Your class might use Padlet, Flipgrid, Google Classroom, Instagram, or another platform. If you are doing these lessons **with your family**, send a family member what you created.

Ways to share your work:

- **Written Reflections:** Free-write journaling is a great way to process your feelings, thoughts, and opinions.
 - Take a picture of the written text with your phone.
 - Copy and paste what you wrote to the suggested platform.
 - Take a screenshot [Mac users: command + shift + 4, Chromebook users: CTRL + Show (a rectangle with 2 lines next it), Windows users: Windows + Shift + S] of your writing. Save the screenshot and rename it.
- **Videos:** Videos can be an awesome way to document your cooking process or showcase a kitchen skill! Check out these tips for how to record your video:
 - Recording a video on a smartphone: If you or a family member has a smartphone, that can be a simple way to record a video. In the camera app, switch the setting from Photo to Video, and press the red button to start recording. To finish recording, press the red button again, and the video will save into your video library.
 - Recording a video on a laptop: There are few different ways to record a video on a laptop. You might use *Youtube.com*, where [you can record a video directly onto the website](#). You can also use an application like [PhotoBooth](#) (Mac), [iMovie](#) (Mac), or [Camera](#) (Windows).



SHARING WHAT YOU MADE

[STUDENT RESOURCE]

- Consider asking a friend, family member or guardian to record you while you demonstrate your skill. Or you could prop up the phone or point the laptop towards you and record yourself!
- Make sure it is light enough that you are visible and clear in the video. Also, think about which angle would best capture your skill demonstration (for example: if you are demonstrating your knife skills, you probably want the camera to focus on your hands and the cutting board).
- **Photo Essays:** Using a photo essay, you can document your cooking process using a snapshot of each step. Here are some photo essay tips:
 - Include at least five photos of the cooking process.
 - For each photo, include a caption that describes what is happening. Feel free to be creative with your captions!
 - If you have a helper, see if they would be willing to take pictures of you preparing the food. If not, no problem! You can take pictures of the food in a way that shows each step of the process (for example: if you are cutting vegetables, you might take a picture that includes the veggies and the knife on the cutting board)
 - Check the picture right after taking it to make sure that it is clear and bright enough to demonstrate the cooking step. If it is blurry or dark, take the photo again.
- **Voice Memos:** Some of the lessons give you the option to respond to a prompt using a voice memo instead of writing something down. Tips for voice memos:
 - Using a smartphone, you can use the Voice Memos app or another voice recorder app to record yourself speaking. Open the app, hit the red button to record, speak into the microphone on your phone, and hit the red square when you are finished. You can tap the name to rename the file.
 - On your computer, there are a number of applications you might use, such as [Garageband](#), [QuickTime Player](#), or [Sound Recorder or Voice Recorder on Windows](#).
 - Replay your voice memo to check it before you upload it to your class sharing platform. Sometimes the beginning or end of a message gets cut off, or the sound ends up muffled or quiet. If there is an issue with the recording, you can delete it and try again.

Teacher Notes:

- In the *Cooking with Curiosity: Challenging Perfection with Reflection* this resource is in Appendix D
- Check with your district guidelines before having students share their work online.

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THE **EDIBLE**
SCHOOLYARD
PROJECT

HOW TO: CUT VEGETABLES

Student Name:

Summary: Do you want to cut vegetables and fruits like the professional chefs on TV? You can after a little study and a lot of practice. This lesson will introduce you to the basic cuts that are used on most vegetables. After you learn some vocabulary and observe a demonstration you'll be able to practice your skills. Remember to practice your kitchen habits of mind as you learn!

Time: 30 minutes

Before you get started:

- Collect all the following materials
- Check-in with an adult at home before using a knife (if that isn't something you do normally without supervision).

Materials:

- Chef knife
- Cutting board
- Carrots
- Potato
- Leafy Greens
- Carrots
- Cucumber
- Garlic
- Onion



HOW TO: CUT VEGETABLES

REVIEW: If it's been a while since you completed it, refresh your memory on the [Knife Safety](#) lesson before getting started here.

WATCH: Go to the [How To: Cut Vegetables video](#) to watch Nick from The Edible Schoolyard demonstrating the different basic cuts. Next, watch the short video [Onion Slicing Demonstration](#). Pay attention to the way the onion is cut in the demonstration and try to copy it as closely as you can.

DO: Get your workstation set up with a cutting board, knife, and vegetables. Try out the different cutting techniques. Remember to take it slow and practice [Knife Safety](#) as you work. This visual on [Knife Basics](#) will help you remember the shapes of the various cuts.

COOK: If you are completing this lesson with a class, your teacher may assign a recipe to go with this lesson. If you are doing this lesson with your family or on your own, see the student notes for what recipes and lessons come next!

CLEAN: Clean your knife, dry it, and put it away securely before getting started on the rest of your kitchen clean up using your [Cleaning Checklist](#). Knives can be damaged in the dishwasher or cut someone if they are left out or in a pile of dirty dishes.

REFLECT: How did it go? Find a family member and demonstrate what you learned. [Spin Your Reflection Wheel](#) to reflect. How long do you think you will have to practice to master the different types of cuts?

Student Notes: Try out these recipes that utilize different basic cuts.

- The [Create Your Own: Quick Organic Pickles](#) lesson is a great way to practice basic cuts. Try seeing how precise you can cut your vegetables.
- Spring Rolls are a great recipe that utilizes lots of julienned vegetables.

Teacher and Family Notes:

- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 2.1: The first lesson of Unit 2

THE **EDIBLE**
SCHOOLYARD
PROJECT

CREATE YOUR OWN: GRAIN BOWL

Student Name:

Summary: In this lesson, you will practice various kitchen recipes, skills, and techniques while making a delicious grain bowl. This recipe has you combine multiple skills to make a complete meal using a flexible recipe that can adapt to any season and whatever vegetables you have available to you.

Time: 90 minutes

Before you get started:

- Collect all your materials.
- In this lesson, you will be using a knife, the stove, and the oven. Check in with an adult at home before you begin (if those aren't tools you normally use without supervision).

Materials: See the [Create Your Own Grain Bowl Recipe](#) visual to determine what materials you will use.



CREATE YOUR OWN: GRAIN BOWL

READ: This recipe involves you making choices about the cooking methods and vegetables that will go into your grain bowl. Sometimes when we are cooking it's good to make your choices based on your skill level of different cooking methods in a recipe. It could be that you are unfamiliar with some techniques, but you want to give it a try! However, this might mean you will need to do some additional research or practice a skill first before completing the recipe. For example, our recipe gives you the option of blanching. If you are not familiar with blanching, read the directions and practice first!

REVIEW: Below is a list of cooking methods the grain bowl recipe utilizes. On a scale of 1-10, circle how comfortable are you with these different techniques.

Basic knife cuts

1	2	3	4	5	6	7	8	9	10
Never heard of this.									I'm a pro!

Blanching

1	2	3	4	5	6	7	8	9	10
Never heard of this.									I'm a pro!

Sautéing

1	2	3	4	5	6	7	8	9	10
Never heard of this.									I'm a pro!

Roasting

1	2	3	4	5	6	7	8	9	10
Never heard of this.									I'm a pro!

Cooking Grains

1	2	3	4	5	6	7	8	9	10
Never heard of this.									I'm a pro!



CREATE YOUR OWN: GRAIN BOWL

READ: As with all the Create Your Own recipes, you will be making some choices in this recipe. Consider making your choices based on how comfortable you are with certain techniques. If you are unfamiliar with different techniques, take some time to practice those techniques first!

DO: Complete the Create Your Own Grain Bowl Recipe (attached below) by following each step and making your own choices. Remember to read over your recipe at least once all the way through before you begin cooking.

RECORD: Write down your recipe by circling each item you are adding or color that item in.

CLEAN: Now that you are done in the kitchen it's time to clean up! Go to the lesson, [A Clean Kitchen](#) to download your [Cleaning Checklist](#).

ENJOY: Add a sauce, dressing, or some pickles to your grain bowl. Check out these recipes for some suggestions:

- Add some pickled vegetables from the [Create Your Own: Quick Organic Pickles](#) lesson.
- Add a tangy [Yogurt Sauce](#).
- Dress your grain bowl with some [Create Your Own: Any Greens Pesto](#).

WRITE: Reflect on how it felt for you to create your own recipe. Spin your reflection wheel and answer the questions for the section you landed on. If you haven't completed a reflection wheel, see the [Kitchen Reflection Wheel lesson](#) or skip this reflection.

SHARE: Show your classmates or family members what you made! Your teacher may provide instructions for how to share your work with your classmates.

Student Notes:

You can extend this activity and learn more with the following activities:

- Check out our [How to Read a Recipe](#) lesson if you want to learn more about reading recipes.
- This recipe is for a spring seasonal grain bowl and features lots of spring vegetables. Can you create a list of vegetables that would work well for each of the other seasons (summer, fall, and winter)?

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 3.7, the seventh lesson of Unit 3.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.
- See [Sharing Toolkit for Teachers](#) to help determine if you want students to share with their class and which platform they will use. Also see our [Sharing What You Made](#) resource for students on how to create voice memos, photo diaries, etc.



GRAIN BOWL

[RECIPE VISUAL]

Create your own Spring Grain Bowl Recipe

*THIS RECIPE WILL MAKE 3-4 GRAIN BOWLS

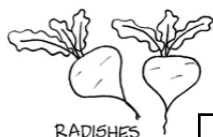
STEP ONE

PREPARE VEGETABLES

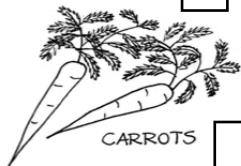
- CHOOSE UP TO 3 CUPS OF VEGETABLES. WE RECOMMEND CHOOSING 2.



ENGLISH PEAS



RADISHES



CARROTS



BEETS



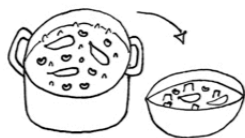
OTHER OPTIONS:

SWEET POTATOES, BUTTERNUT SQUASH,
CELERY, POTATOES, FAVA BEANS,
BROCCOLI OR MUSHROOMS

VEGETABLES ARE THE STAR OF
THE SHOW FOR THIS RECIPE!
WE SUGGEST GOING TO YOUR LOCAL
FARMERS MARKET TO GET THE
FRESHEST AND BEST TASTING PRODUCE.

- CHOOSE THE APPROPRIATE COOKING METHOD FOR YOUR VEGETABLES

BLANCH: FAVA BEANS, ENGLISH PEAS



DIRECTIONS: PLACE VEGETABLES IN BOILING WATER FOR
2-3 MINUTES, REMOVE AND PLUNGE INTO ICED WATER
OR PLACE UNDER COLD RUNNING WATER (SHOCKING
OR REFRESHING) TO STOP THE COOKING PROCESS.

ROAST: BEETS, POTATOES, BUTTERNUT SQUASH SWEET POTATOES, BROCCOLI



DIRECTIONS: CUT VEGETABLES ALL THE
SAME SIZE. ROAST IN A PAN WITH 1 TABLESPOON
OLIVE OIL AND SALT.

SAUTE: MUSHROOMS OR BROCCOLI



DIRECTIONS: CUT INTO 1/4 INCH CUBES AND SAUTE WITH OLIVE OIL
AND SALT

KEEP RAW: RADISHES, CELERY, CARROTS

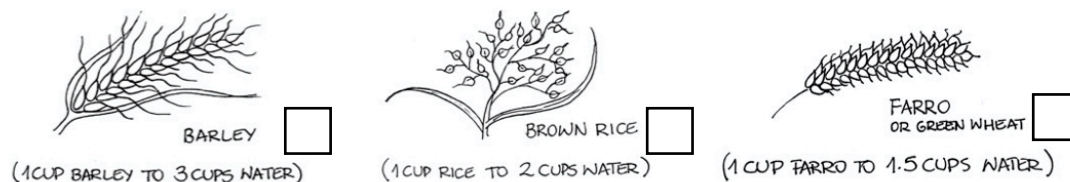


DIRECTIONS: SLICE INTO 1/4-INCH-THICK SLICES

STEP TWO

COOK GRAINS

- CHOOSE GRAINS: 3 CUPS COOKED GRAINS - THE GRAINS WILL EXPAND WHILE COOKING,
USE THE AMOUNTS SPECIFIED BELOW.

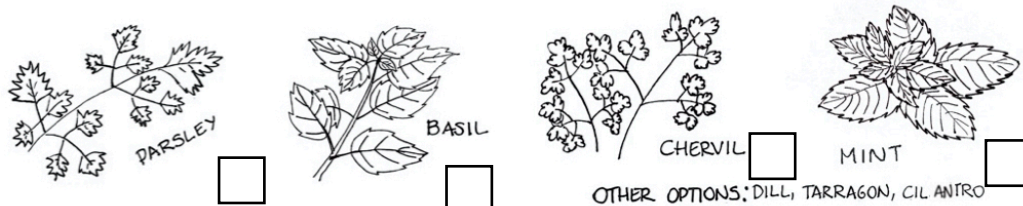


• COOKING DIRECTIONS: PUT THE DRY GRAIN OR RICE IN A SAUCE PAN WITH WATER OR BROTH, BRING IT TO A BOIL. COVER YOUR PAN WHILE COOKING. THEN TURN THE HEAT TO LOW AND SIMMER. COOK UNTIL THE LIQUID IS ABSORBED AND THE GRAINS ARE TENDER. THIS SHOULD TAKE BETWEEN 20 AND 40 MINUTES.

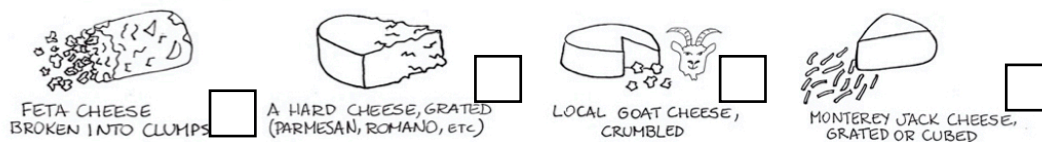
STEP THREE

CHOOSE TOPPINGS

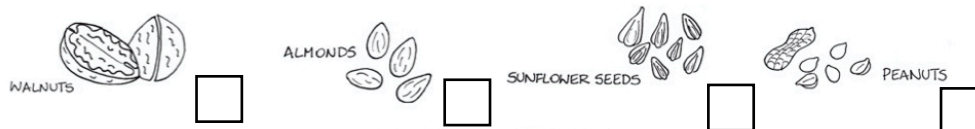
• CHOOSE FRESH HERBS: 1 1/2 CUPS (CHOOSE TWO)



• CHOOSE CHEESE: 1 CUP (OPTIONAL)



• CHOOSE OTHER TOPPINGS: (OPTIONAL) 1/4 CUP CHOPPED NUTS OR SEEDS



STEP FOUR

ASSEMBLE GRAIN BOWL

DIRECTIONS: START ASSEMBLING YOUR GRAIN BOWL BY DIVIDING ALL YOUR INGREDIENTS EQUALLY INTO 3-4 SMALL BOWLS. TOP WITH YOUR VEGETABLES AND THEN FINISH WITH YOUR TOPPINGS. DRIZZLE 1-2 TABLESPOONS OLIVE OIL OVER YOUR GRAIN BOWL AND SALT TO TASTE.



WANT TO ADD A SAUCE?

TRY OUR OTHER CREATE YOUR OWN RECIPES AS A SAUCE FOR YOUR GRAIN BOWL:

- ① ANY GREENS PESTO
- ② YOGURT SAUCE
- ③ SALAD DRESSING



THE **EDIBLE**
SCHOOLYARD
PROJECT

INTERVIEW AN ELDER

Student Name:

Summary: *Is there a food that reminds you of a memory from when you were younger? Can you think of recipes or flavors that have been passed down in your family for generations?* In this activity, you will interview an elder who you know about a favorite recipe of theirs and why that recipe is meaningful to them.

Time: 30 minutes

Materials:

- Pen and paper or a recording device

READ: Food can be a pathway to our past, our heritage, and our history. One way for us to understand how food can link us to our past is to speak to people who have been around a little longer than we have. Think of an elder in your life—they could be a family member, community member, or friend—and interview them about their favorite childhood recipe.

THINK: Take some time to think about the question, *What are the flavors, smells and ingredients that remind you of home and/or family?*



INTERVIEW AN ELDER

DO: Interview an elder. Prepare your questions ahead of time. Sit down with your interviewee or call them up. Then ask them your questions. Here are some questions you might include, but feel free to add your own.

- What is one of your favorite recipes from your childhood?
- What makes the dish special?
- How did you learn about the recipe?
- Would you walk me through the recipe?
- How would you describe the flavors of the dish? What spices does it require?
- What memories do you have about eating or making the dish?
- What are the flavors, smells and ingredients that remind you of home and/or family?

WRITE OR RECORD: Capture the responses to your questions and your reflections from your interview. Write a paragraph or create a voice memo, using our [Sharing What You Made](#) resource. Your written response or voice memo should include the following:

- At least three things that you learned from your conversation.
- At least two things you are still curious about.
- A question that you still have.

SHARE: Post your voice memo or paragraph on the sharing platform indicated by your teacher or share it with another family member.

Teacher Notes:

- If you are teaching this activity as part of the curriculum [Cooking With Curiosity: Challenging Perfection With Reflection](#), see [Introduction to Unit One](#) of the curriculum guide.
- See [Sharing Toolkit for Teachers](#) to help determine how students will share and which platform they will use. Also see our student resource, [Sharing What You Made](#) to support students around creating voice memos, photo diaries, etc.

HOW TO: BASIC BAKING METHODS

Student Name:

Summary: Do you want to bake with confidence, like the professionals on TV? Do you want to make soft, chewy cookies and flaky, tender biscuits? Baking techniques are key to achieving the right textures and flavors in baked goods. This lesson will introduce you to a few key skills, including measuring wet and dry ingredients, creaming butter and sugar, and folding to mix gently.

Time: 30 minutes

Vocabulary:

- **Precise recipe:** A recipe that is exact, not easily changed.

WATCH: View the [Basic Baking Methods](https://vimeo.com/476353215) video at <https://vimeo.com/476353215> to learn basic baking techniques.



HOW TO: BASIC BAKING METHODS

REFLECT: Answer the following questions:

- Are you familiar with any of the techniques in the video?
- Do you already use any of the techniques in the video?
- Do you have any questions about the techniques and methods shown in the video?

READ: Here are a few facts that help explain why the tips and tricks in the video are important!

- A packed cup of flour can weigh more than 6 ounces, while a loose or sifted cup of flour weighs around 4 ounces. That means a packed cup can be 50% more flour. Using a packed cup of flour would drastically change the ratio of ingredients and change the final product. Recipes are written assuming that you'll have 4 to 4 ½ ounces per cup of flour.
- Whisking dry ingredients together helps avoid clumps of baking powder or baking soda. Biting into a clump of either could ruin your experience eating a baked good, as both tastes very bitter.
- Creaming butter and sugar helps to trap air bubbles in the mixture which makes cookies taller and fluffier.
- Folding wet and dry ingredients together gently avoids overdeveloping gluten, an important protein in wheat flour. Mixing causes gluten to change in structure, making it tougher and chewier. Bread recipes often involve lots of mixing and kneading to develop gluten so that the bread has a firm, chewy texture. Cookie, cake, and biscuit recipes often call for gentle folding when mixing to keep soft, tender, and flaky textures.



HOW TO: BASIC BAKING METHODS

READ: Baking involves precise measuring. Review the [Kitchen Measurement Visual](#) to see the various measurements, name abbreviations, and conversions between them. You may want to print this visual out and keep it in the kitchen to refer to when baking.

Your next lesson will have you practice all these skills as you make [Seasonal Fruit Muffins](#).

SHARE: Share with your classmates or family members what you learned!

Student Notes:

You can extend this activity and learn more with the following activities:

- Check out our [How to Read a Recipe](#) lesson if you want to learn more about reading recipes.
- In this lesson we are practicing measuring ingredients by volume (how much space they take up). A more precise way of measuring is by weight (how much of it there really is). Most pastry professionals and bread bakers measure by weight. You can read more about measuring by weight and why it is more accurate in [this article from Serious Eats](#).

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 3.9, the ninth lesson of Unit 3.
- Measurements and unit conversions are rich with opportunities for math problems. You can develop worksheets and problems in which students need to convert recipes from one measurement to another or even re-scale an entire recipe to adjust for a mistake in measuring.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.

References:

Jones, N. (2015, March 6) The Best and Most Accurate Way to Measure Wet and Dry Ingredients for Baking. *Serious Eats*. Retrieved from <https://www.serious-eats.com/2015/03/how-to-measure-wet-dry-ingredients-for-baking-accurately-best-method.html#mass>

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THE **EDIBLE**
SCHOOLYARD
PROJECT



CREATE YOUR OWN: SEASONAL, ORGANIC FRUIT MUFFIN

Summary: Practice your baking skills with this flexible recipe for seasonal fruit muffins! In this lesson, you will make muffins and learn about the muffin method for baking.

Time: 60 minutes

Materials: See the [Create Your Own: Seasonal, Organic Fruit Muffin](#) visual to determine what materials you will use.

Vocabulary:

- **Flexible recipe:** a recipe that is adaptable, easily changed.
- **In-season:** The product can be found at the market and is being harvested locally.



CREATE YOUR OWN: SEASONAL, ORGANIC FRUIT MUFFIN

DO: Complete the Create Your Own: Seasonal, Organic Fruit Muffin (attached below) process by following each step and making your own choices.

READ: Our seasonal fruit muffin recipe directs you to use the “muffin method” where you mix wet ingredients in one bowl and dry ingredients in another. You then combine the wet with dry, mixing as little as possible. You might be wondering why mix dry and wet separately? Read on to learn more.

- When a liquid is introduced to wheat flour, two proteins combine to form **gluten**. Mixing strengthens gluten, which makes for a more elastic and chewy texture. For bread baking, this is great! However, with baked goods, like muffins and cakes, overmixing can cause the finished product to be gummy instead of fluffy.
- Mixing the dry ingredients first and then doing the same with the wet ingredients allows you to do minimal mixing after combining the two. The less you mix the flour with liquid, the less the gluten can develop.
- Wondering why the recipe treats sugar as a “wet” ingredient, considering it’s dry? In addition to providing a sweet taste, sugar also tenderizes, which helps achieve a flaky and tender texture. For sugar to do that, it needs to dissolve in a liquid. By adding sugar to wet ingredients, you can achieve a tender texture without overmixing.

RECORD: Write down your recipe by circling each item you are adding or coloring that item in.

CLEAN: Now that you are done in the kitchen it’s time to clean up! Go to the lesson, A Clean Kitchen to download your [Cleaning Checklist](#).

ENJOY: Enjoy your muffins!

WRITE: Reflect on how it felt for you to create your own recipe. Spin your Reflection Wheel and answer the questions for the section you landed on. If you haven’t completed a reflection wheel, see the lesson [Kitchen Reflection Wheel](#).

SHARE: Show your classmates or family members what you made! Your teacher may provide instructions for how to share your work with your classmates.



CREATE YOUR OWN: SEASONAL, ORGANIC FRUIT MUFFIN

Student Notes:

- Try experimentation and adding a topping to your muffins. Try this oat and pecan topping (or experiment with flavors of your own):
 - Oat and pecan streusel topping:
 - ½ cup all-purpose flour
 - ¼ cup brown sugar
 - ½ cup oats
 - ⅛ tsp salt
 - 4 tablespoons butter.
 - Directions: Whisk together the flour, sugar, oats, and salt. Work in the butter, mixing until coarse crumbs form. Sprinkle topping evenly over the top of muffins before baking.
- Extend this lesson by learning about these related topics:
 - Do you want to learn more about flexible recipes and recipe reading generally? Check out our lesson on [How To: Read a Recipe](#).
 - What fruit did you choose for your muffin? Learn about that fruit by checking out the [USDA's Seasonal Produce Guide](#). Find your fruit and complete a 3, 2, 1 reflection by answering questions about your fruit. Write down **three** facts, phrases, or ideas discussed in the text. Write **two** things you found interesting about the text. Write down **one** question you have after reading the text.
 - This recipe's seasonal fruit options reflect California's growing seasons, but depending on where you are what is in season will be different. Explore the seasonality charts of different parts of the country: [California](#), [Northeast](#), [Florida](#). Pick a couple of different fruits and compare and contrast between regions.

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 3.10, the tenth lesson of Unit 3.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.
- This lesson is an excellent support for understanding seasonal growing practices. Check out this recommended source for some lessons on local and seasonal foods.
<https://www.nourishlife.org/teach/curriculum/activity-2-seasonal-local-foods/>.

References:

Baking Using The Muffin Method (2014, March 13). Escoffier Culinary School. Retrieved from <https://www.escoffieronline.com/baking-using-the-muffin-method/>

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Geiger, B. (n.d). Fine Cooking. Retrieved from <https://www.finecooking.com/article/how-is-sugar-wet>

Mixing Dough or Batter: Wet into Dry or Dry into Wet?. *Cooks Illustrated*. Retrieved from https://www.cooksillustrated.com/how_tos/6522-mixing-dough-or-batter-wet-into-dry-or-dry-into-wet

Seasonality Chart: Fruits and Nuts (n.d). *CUESA*. Retrieved from <https://cuesa.org/eat-seasonally/charts/fruit>

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Watson, M. (2019, August 27). A Monthly Guide to the Northeast's Seasonal Fruits and Vegetables. *Spruce Eats*. Retrieved from <https://www.thespruceeats.com/seasonal-fruits-and-vegetables-of-the-northeast-4165314>

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SEASONAL FRUIT MUFFIN

[RECIPE VISUAL]

THE EDIBLE
SCHOOLYARD
PROJECT

Create your own: Seasonal Fruit Muffin

STEP ONE:

MEASURE OUT DRY INGREDIENTS
AND MIX TOGETHER IN A BOWL



- ① • START WITH 1 1/2 CUPS UNBLEACHED
ALL PURPOSE FLOUR



- ② • CHOOSE: 1 CUP:



WHOLE WHEAT
FLOUR



NUT FLOUR
(ALMOND, HAZELNUT)



BUCKWHEAT
FLOUR

* CONSIDER A COMBINATION OF FLOURS, MAKE SURE YOUR FLOURS ADD UP TO 2 1/2 CUPS

- ③ • ADD



+ 1 1/2 TEASPOONS
BAKING POWDER



+ 1/2 TEASPOON
BAKING SODA



+ 1/4 TEASPOON
SALT

STEP TWO:

IN A BOWL MIX "WET" INGREDIENTS



- ④ • CHOOSE SWEETENER:



1/2 CUP HONEY



3/4 CUP PALM OR
COCONUT SUGAR



3/4 CUP CANE SUGAR
(RAW OR ORGANIC, IF AVAILABLE)

- ⑤ • ADD EGGS:

① 2 EGGS, LIGHTLY BEATEN

⑥ CHOOSE FAT: 1/2 CUP OF:



(1 STICK) BUTTER, MELTED



VEGETABLE OIL



COCONUT OIL

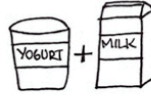
⑦ • CHOOSE LIQUID:



1 CUP BUTTERMILK



1 CUP OF MILK
(OR NON-DAIRY) +
1 TABLESPOON LEMON



1/2 CUP OF YOGURT +
1/2 CUP OF MILK
(OR NON-DAIRY MILK)



1/2 CUP OF SOUR CREAM
+ 1/2 CUP OF MILK
(OR NON-DAIRY MILK)

⑧ • CHOOSE FLAVORINGS:



1 TEASPOON OF
VANILLA



1/2 TEASPOON OF
ALMOND



2 TEASPOONS OF
LEMON ZEST



STEP THREE:
MIX WET AND DRY



STEP FOUR:

CHOOSE 1 CUP OF ORGANIC* SEASONAL FRUIT CUT INTO PIECES OR LEFT WHOLE



STONE FRUIT



STRAWBERRIES



APRICOT



BERRIES
(BLUEBERRY, BLACKBERRY,
MULBERRY, RASPBERRY)



CHERRIES

SEASONAL FRUIT FOR MAY - AUGUST



TIP TOSS FRUIT INTO 1 TABLESPOON OF FLOUR MIXTURE TO PREVENT THEM FROM FALLING TO THE BOTTOM

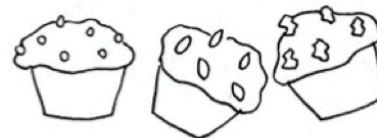
- GREASE MUFFIN TINS OR LINE MUFFIN PAN. FILL EACH MUFFIN CUP ALMOST FULL WITH BATTER, USING TWO SPOONS. PLACE IN THE OVEN AND BAKE FOR 20 - 25 MINUTES, UNTIL A TOOTHPICK INSERTED IN THE CENTER OF THE MUFFIN COMES OUT CLEAN.



STEP FIVE

- TRANSFER TO A WIRE RACK AND LET COOL FOR ABOUT 5 - 10 MINUTES BEFORE REMOVING FROM THE PAN.

MAKES 12 REGULAR SIZED MUFFINS



THE **EDIBLE**
SCHOOLYARD
PROJECT

DECORATE A RECIPE

Student Name:

Summary: Is there a food that is special to you? It could be a food that is part of your cultural heritage. A food that reminds you of a great day or a special person. Or it could just be something delicious! In this activity, you will write out a recipe that is special to you and decorate that recipe to express how it is meaningful to you.

Time: 30 minutes

WRITE: Can you think of a dish that is meaningful or special to you? A food you really like? Or a dish that your family makes? What is that dish?

If you can't think of a special dish, write down a dish that you want to learn how to make.

WRITE: Answer the question, *what makes this food special to you?* Write down a couple of things that come to mind.

-
-
-
-



DECORATE A RECIPE

DO: Find a recipe for the dish. If you do not know where to find it, ask a family member for help or do a search online.

- Copy the recipe neatly on a clean sheet of paper or our [Recipe Visual](#)
- Decorate the recipe! Try to communicate through your decoration why the recipe is important to you. Don't hold back on the design or colors!

SHARE: Show your class your recipe and share why it is important to you. Your teacher will let you know how they want you to share with your class. If you are doing this without a teacher or class share your recipe with a friend or family member.

Teacher Notes:

- If you are teaching this activity as part of the curriculum [Cooking With Curiosity: Challenging Perfection With Reflection](#), see [Introduction to Unit One](#) of the curriculum guide.
- See [Sharing Toolkit for Teachers](#) to help determine how students will share and which platform they will use. Also see our student resource, [Sharing What You Made](#) to support students around creating voice memos, photo diaries, etc.



SHARING WHAT YOU MADE

[STUDENT RESOURCE]

Summary: We want you to share what you are creating with your peers, teacher, or family members. There are a number of different ways you can share what you are creating. This document shares some tips and tricks for completing videos, photo essays, or voice memos for different assignments and when prompted by your teacher or a family member.

DO: Choose to share a recipe or a skill you are learning in the kitchen using a video, a voice memo, or photo essay. See the tips and tricks below on how to make a video, photo essay, or voice memo.

SHARE: Once you are done making a video, voice memo, or photo essay, share it! If you are completing your cooking lessons **with your class**, your teacher will let you know how they want you to share with the class. Your class might use Padlet, Flipgrid, Google Classroom, Instagram, or another platform. If you are doing these lessons **with your family**, send a family member what you created.

Ways to share your work:

- **Written Reflections:** Free-write journaling is a great way to process your feelings, thoughts, and opinions.
 - Take a picture of the written text with your phone.
 - Copy and paste what you wrote to the suggested platform.
 - Take a screenshot [Mac users: command + shift + 4, Chromebook users: CTRL + Show (a rectangle with 2 lines next it), Windows users: Windows + Shift + S] of your writing. Save the screenshot and rename it.
- **Videos:** Videos can be an awesome way to document your cooking process or showcase a kitchen skill! Check out these tips for how to record your video:
 - Recording a video on a smartphone: If you or a family member has a smartphone, that can be a simple way to record a video. In the camera app, switch the setting from Photo to Video, and press the red button to start recording. To finish recording, press the red button again, and the video will save into your video library.
 - Recording a video on a laptop: There are few different ways to record a video on a laptop. You might use *Youtube.com*, where [you can record a video directly onto the website](#). You can also use an application like [PhotoBooth](#) (Mac), [iMovie](#) (Mac), or [Camera](#) (Windows).



SHARING WHAT YOU MADE

[STUDENT RESOURCE]

- Consider asking a friend, family member or guardian to record you while you demonstrate your skill. Or you could prop up the phone or point the laptop towards you and record yourself!
- Make sure it is light enough that you are visible and clear in the video. Also, think about which angle would best capture your skill demonstration (for example: if you are demonstrating your knife skills, you probably want the camera to focus on your hands and the cutting board).
- **Photo Essays:** Using a photo essay, you can document your cooking process using a snapshot of each step. Here are some photo essay tips:
 - Include at least five photos of the cooking process.
 - For each photo, include a caption that describes what is happening. Feel free to be creative with your captions!
 - If you have a helper, see if they would be willing to take pictures of you preparing the food. If not, no problem! You can take pictures of the food in a way that shows each step of the process (for example: if you are cutting vegetables, you might take a picture that includes the veggies and the knife on the cutting board)
 - Check the picture right after taking it to make sure that it is clear and bright enough to demonstrate the cooking step. If it is blurry or dark, take the photo again.
- **Voice Memos:** Some of the lessons give you the option to respond to a prompt using a voice memo instead of writing something down. Tips for voice memos:
 - Using a smartphone, you can use the Voice Memos app or another voice recorder app to record yourself speaking. Open the app, hit the red button to record, speak into the microphone on your phone, and hit the red square when you are finished. You can tap the name to rename the file.
 - On your computer, there are a number of applications you might use, such as [Garageband](#), [QuickTime Player](#), or [Sound Recorder or Voice Recorder on Windows](#).
 - Replay your voice memo to check it before you upload it to your class sharing platform. Sometimes the beginning or end of a message gets cut off, or the sound ends up muffled or quiet. If there is an issue with the recording, you can delete it and try again.

Teacher Notes:

- In the *Cooking with Curiosity: Challenging Perfection with Reflection* this resource is in Appendix D
- Check with your district guidelines before having students share their work online.

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THE EDIBLE SCHOOLYARD PROJECT

COOKING WITH CURIOSITY: UNIT FOUR INTRODUCTION

Summary: This unit serves as the culminating project and summative assessment for the curriculum. In the final project, students will demonstrate their newfound kitchen abilities by making a recipe of their choice and documenting their cooking process. This is an opportunity for students to practice what they have learned by making a dish that is meaningful for them. The end product that students will share includes a description, a recipe, a skill demonstration, a written or recorded reflection, and a photo essay.

Learning Objectives:

Students will...

- Research recipes and consider flavor combinations
- Practice reflective thinking and respond to reflection prompts
- Identify ingredients that are meaningful to them and use persuasive language to make a claim as to why they chose them
- Choose two ingredients that are important to them and create or select a recipe
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will document their cooking processes and demonstrate skills that they have practiced throughout the curriculum
- Track their progress towards a goal and assess the outcome

Assessments:

- All completed worksheets and lesson plans can be evaluated to determine student progress.
- This unit serves as the culminating project and summative assessment of the curriculum. See the final project outline and teacher rubric for how to evaluate students.



COOKING WITH CURIOSITY: UNIT FOUR INTRODUCTION

Additional Unit Notes:

- It can be challenging to gauge how long lessons take when taught via distance learning. The instructional minutes indicated for each lesson is the projected time it would take to teach that lesson synchronously. We suggest doubling suggested instructional time when directing students to complete the lessons on their own.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners. Consider also adding visual aids or creating a PowerPoint for those sections.
- This curriculum supports students to explore cooking freely. Therefore, we don't suggest evaluating students on the outcome of their cooking (e.g. did the bread rise well and bake evenly). Instead, we suggest using student responses to reflection prompts to gauge what students have learned from their experience.
- Some lesson plans are formatted as a fillable PDF so that students can answer the questions and return the document as if it were a worksheet. We recommend testing this functionality with your technology as it varies by device and operating system. If it does not work for you, consider using a google form or having students answer the questions in a new document and submitting their answers to you that way.



COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT FOUR

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources
Week 13					
Five-Ingredient Recipe	4.1: Lesson One	30 minutes	What are different ways to find a recipe?	- Research recipes and consider flavor combinations. - Further their understanding of the difference between precise recipes and flexible recipes.	
Your Ingredients	4.2: Lesson Two	30 minutes	What foods are meaningful to us?	- Practice reflective thinking and responding. - Choose two ingredients that are important to them and create or select a recipe.	

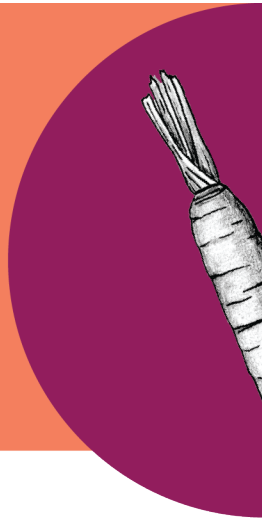


COOKING WITH CURIOSITY

SCOPE AND SEQUENCE: UNIT FOUR

Weeks 14 and 15	
<u>Final Project: Recipes of Meaning</u>	
Time	3-6 hours. - Students will work on final projects independently and should be given at 1-2 weeks to work on their project.
Essential Questions	- What foods are meaningful to us? - How does reflecting on what we learn, practice and cook make us better chefs? How might cooking missteps or failures teach us to become better cooks? - What does it mean to be independent in the kitchen?
Learning Outcomes	- Make choices in the ingredients of their recipes and reflect on those selections. - Practice reflective thinking and responding. - Identify ingredients that are meaningful to them and use persuasive language to make a claim as to why they chose them. - Choose two ingredients that are important to them and create or select a recipe. - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Students will document their cooking processes and demonstrate that they have practiced skills presented throughout the curriculum. - Track their progress towards a goal.
Additional Resources	[TEACHER/STUDENT RESOURCE] Final Project Rubric
Week 16	
Final Presentations (optional)	
Learning Outcomes	- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
Additional Resources	Suggested Platforms for Final Presentations: [TEACHER RESOURCE] How To: Use Zoom [TEACHER RESOURCE] How To: Use Padlet

THE **EDIBLE**
SCHOOLYARD
PROJECT



FIVE-INGREDIENT RECIPE

Student Name:

Summary: Sometimes the best recipes begin with the ingredients you happen to have in your house. Along with some essential tips, and, if you need it, help from a friend, you can create and discover new recipes all on your own! This lesson will show you how to take five ingredients and build a list of flexible recipes you could make with them.

Time: 30 minutes

Materials:

- 5 ingredients from your kitchen.

Vocabulary:

- **Flexible recipe:** a recipe that can easily be adapted by substituting ingredients.



FIVE-INGREDIENT RECIPE

BRAINSTORM: Today, we are going to talk about starting with five ingredients to make a flexible recipe. A flexible recipe is a recipe that can easily be adapted by substituting ingredients. For the first part of this lesson, brainstorm flavors that go with each ingredient individually.

1) strawberries:

2) vanilla extract:

3) lemon:

4) brown sugar:

5) thyme:

Then, see if any flavors or recipe ideas consistently appear across many of the ingredients. If so, that might indicate it is a good direction to pursue.



FIVE-INGREDIENT RECIPE

SEARCH: Next, you will find a flexible recipe for these five ingredients. To find or develop a flexible recipe, **choose** one of the following **recipe search strategies**:

- **Search the internet:** Internet search engines can be beneficial to find recipes from ingredients—type in the ingredients you want to use. When I typed in vanilla, thyme, and strawberries, over 460,000 results came up, including a recipe for [Strawberry-Thyme lemonade](#) and fruit crumble.
- **Look at the index of your cookbooks:** The index of cookbooks can be beneficial for looking up recipes by ingredients. Identify the “main” ingredient of the five you chose. For example, in this lesson, I identify strawberries as the main ingredient.
- **Phone a friend/family member:** Each of us has different levels of comfort in the kitchen. Some of us have friends who are more comfortable with using flexible recipes or who can create recipes themselves. We recommend you phone a friend who you know is good in the kitchen.
- **Make a recipe up!** This strategy is best when you are comfortable in the kitchen. You can also experiment with adding to other recipes. Try it out!

ANSWER: Which strategy did you use to find your recipe? Was it easy to find a recipe using the five ingredients?

Write your answers here:

FIND AND ANSWER: Now find five ingredients of your own. Go into your kitchen and look at what you have. When choosing five ingredients, the following questions will help you determine if you are choosing ingredients that taste good together.

- Are my five ingredients savory or sweet? (make sure they are mostly either one or the other)
- If I imagine eating all of these ingredients together, does that sound good?
- Do I have one ingredient that can be the central part of the dish?

List your five ingredients here:

DO: Taking your five ingredients, find a recipe using the *recipe search strategies* (search the Internet, look at the index of cookbooks, etc.)

Write down or link to your recipe here:

Student Notes:

Now that you know how to find a recipe that uses your five ingredients, go and make your recipe!

Teachers and Parents Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 4.1, the first lesson of Unit 4.
- This activity supports students in practicing *creating*: undertaking projects that have tangible results in the kitchen.
- This activity encourages students to feel that cooking is more accessible.
- This lesson emphasizes using flexible recipes. It will be helpful for students to understand how to read a recipe to find recipes. See our [How to Read a Recipe](#) lesson as a pre-lesson or lesson extension.

References:

Madlovefood (2015, April 5). *Vanilla-Thyme Lemonade*. Food52. Retrieved from <https://food52.com/recipes/35040-vanilla-thyme-lemonade>

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THE EDIBLE SCHOOLYARD PROJECT

YOUR INGREDIENTS

Student Name:

Summary: The ingredients we put into our cooking can sometimes have deep personal meaning behind them. Chances are you already have some ingredients with a special place in your heart. This lesson gives you a chance to reflect on those ingredients. If you are completing the [Final Project: Recipes of Meaning](#), this lesson will prepare you for that project. The [Five-Ingredient Recipe](#) involved you choosing ingredients that were easy to find in your house. This time you will find ingredients that are meaningful to you, your family, and your heritage.

Time: 30 minutes

Before You Begin:

- Please complete the [Five-Ingredient Recipe](#) before beginning this lesson.

Materials:

- Notepad, paper, and pencil



YOUR INGREDIENTS

BRAINSTORM: Think of as many foods as possible that remind you of home and family. Then list the ingredients in those foods in the space below. Write down any other ingredients that come to mind.

Here are some questions that could help you brainstorm:

- What are foods or ingredients that remind you of your heritage?
- What are foods or ingredients that you could eat every day?
- Is there a food or ingredient that makes you think of a special memory?
- What fruits, vegetables, or spices often show up in your family's cooking? See if your family members have any ideas!

Ingredient Brainstorm:

CHOOSE: From the list of foods and ingredients you brainstorm, **select five**. Highlight or circle your choices from your brainstorm above. **Your selections must include at least one fruit, one vegetable, and one spice.**



YOUR INGREDIENTS

DRAW OR DESCRIBE: List your five special ingredients below. For each ingredient, draw a picture of the ingredient or write a description. As you draw or write about it, consider what makes it special or meaningful for you or any stories connected to that ingredient. Then write down your reason or story in the space provided.

Ingredient: _____

Ingredient: _____

Ingredient: _____

DRAW OR DESCRIBE CONTINUED:

Ingredient: _____

A large, empty rectangular box with a black border, intended for a student to draw or describe an ingredient.

Ingredient: _____

A second large, empty rectangular box with a black border, identical to the first one, for drawing or describing another ingredient.

Teacher Notes:

If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 4.2, the second lesson of Unit 4.

FINAL PROJECT: RECIPES OF MEANING

Summary: As a final project, you will be demonstrating your improved kitchen abilities by making a recipe of your choice and documenting your cooking process. This is an opportunity to practice what you've learned by making a dish that is meaningful for you. At the end of this project you will have cooked a recipe that is important to you and documented your work, including a description, a recipe, a skill demonstration video OR a photo essay, and a written reflection OR a recorded reflection.

Time: 3-6 hours

Before You Begin:

- Please complete the [Your Ingredients](#) lesson before beginning this project.

READ: For your final project, you will be creating a recipe using two ingredients that are meaningful to you and your family. This is a short overview of the steps you will take. Each step has more detailed instructions below. Read through this overview carefully before following the instructions below.

- **Step 1: Choosing your recipe:** You will **choose two** of the ingredients from [Your Ingredients](#). You will research and document a recipe you are going to prepare.
- **Step 2: Making the recipe:** You will cook the recipe and document your work with either a photo essay or a short video demonstrating a kitchen skill.
- **Step 3: Document your work:** You will respond to a series of questions that help you document your work.
- **Step 4: Reflecting:** You will reflect on your experience with this final project and on your entire experience in the kitchen during this curriculum.
- **Step 5: Sharing:** You will share your recipe, photo essay OR video, and a reflection with your classmates or family members.



FINAL PROJECT: RECIPES OF MEANING

Student Name:

DO: Complete the following steps in sequential order. Check off each item when you have completed the task

- ☐ **Step 1: Choose your recipe.** Look at the five meaningful ingredients that you wrote down in lesson, [Your Ingredients](#). Pick **TWO** ingredients from your list of five. Your recipe should include at least one skill that you learned during the course.

Notes for choosing a recipe: Here are some helpful questions to ask yourself when you are choosing a recipe:

- Is the recipe meaningful to you? Has your family cooked that recipe or ingredients featured in the recipe?
- Does the recipe have simple ingredients? Are the two ingredients you choose in the recipe?
- Are you able to practice some of the skills you learned in Cooking with Curiosity, such as using a knife or flipping food? (Check for the skills necessary to prepare the dish in the instructions section of the recipe).
- Is the recipe easy to complete? Some dishes require some pretty fancy moves, so it might be helpful to find a recipe that relies on basic skills. If you want to take on the challenge of a difficult recipe, see if an adult might be available to help you figure out the tricky parts.
- Is the recipe exciting and special? Maybe it offers you a chance to work on a kitchen skill you wanted to try or maybe it is a dish with sentimental or cultural meaning to you.



FINAL PROJECT: RECIPES OF MEANING

☐ **Write down your recipe:**

Recipe Title:

Ingredients (remember to include quantities):

Instructions:

☐ **Write a description of your recipe below:**

- Your response should include: 3-4 sentences describing the dish and the reason you chose your recipe. Also write one sentence about each of your special ingredients that explains why they are special to you.

☐ **Step 2: Make your recipe:** Gather your ingredients and needed tools and get cooking! Don't forget to take pictures as you go or to record a video of yourself demonstrating one of the kitchen skills you learned.

☐ **Record:** While you cook, record a video of a skill demonstration OR at least 4 pictures of you making your dish.

☐ **Step 3: Document your work:** As you cook, take notes of what went well and what you would like to try next time. Consider the ingredients you chose, the prep work you completed, and the cooking process. Complete the following table with your answers. Each step has questions that will help you find your answers.

Steps	What worked well?	What would you do differently next time?
Ingredient Selection: • What ingredients did you use? • Where did you get the ingredients? • What flavorings did you include? • Did you add, leave out, or substitute any ingredients?		
Prep Work: • What tools did you use to prepare the food? • What techniques did you use in preparing your food? • Was anything particularly difficult or surprisingly fun? • How long did it take? More or less time than expected?		
Cooking Process: • Did you use a heat source? If so, was it the right temperature? • How long did you cook the food? • What other steps did you take to cook the food?		

☐ **Step 4: Reflect:** Now that you have completed all the lessons in this course, you will complete a final reflection describing your experience. For your reflection response, write one paragraph (about five to eight sentences) or record a voice memo (about one to two minutes), responding to **ONE** of the following prompts:

- Take out your Reflection Wheel. As you spin your wheel, think about your time in the kitchen as a whole, write down or record your response.
- Complete a 3, 2, 1 reflection about your cooking project. Discuss **three** things you learned, **two** things that you enjoyed, and **one** thing that you have a question about.
- Return to the goals activity from the [4 Levels of...](#) lesson in Unit one. Review the goals you wrote for yourself and consider whether or not you met them.

☐ Final Reflection:

☐ **Step 5: Share:** Submit the following materials as instructed by your teacher:

- ☐ Final recipe and recipe description
- ☐ Skill video OR photo essay
- ☐ Written or recorded reflection

Student Notes:

- Your final project will be evaluated using a rubric. Review the Final Project Rubric to see what elements can be completed to earn full credit.

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 4.3, the third lesson and final project of Unit 4.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.



FINAL PROJECT RUBRIC

Student Name:

This rubric is designed to evaluate the final project of Cooking with Curiosity. Students can review this document before submitting their project to see how their work will be evaluated. Teachers can use this rubric to assess student work.

Category of Assessment	4 – Exemplary ☐	3 - Accomplished ☐	2 - Developing ☐	1 - Beginning ☐	Comments
Recipe	Project includes all three of these elements: • Recipe contains two or more of the ingredients that are meaningful to students. • The recipe is detailed and has clear instructions. • Recipe utilizes skills learned during the course.	Project is missing one of these elements, or has one incomplete element: • Recipe contains two or more of the ingredients that are meaningful to students. • The recipe is detailed and has clear instructions. • Recipe utilizes skills learned during the course.	Project is missing two of these elements, or has two incomplete elements: • Recipe contains two or more of the ingredients that are meaningful to students. • The recipe is detailed and has clear instructions. • Recipe utilizes skills learned during the course.	All of these elements are incomplete or missing: • Recipe contains two or more of the ingredients that are meaningful to students. • The recipe is detailed and has clear instructions. • Recipe utilizes skills learned during the course.	



FINAL PROJECT RUBRIC

Category of Assessment	4 – Exemplary ☐	3 - Accomplished ☐	2 - Developing ☐	1 - Beginning ☐	Comments
Photo Essay OR Skill Video	Photo essay contains 5 or more photos from the cooking process. Each photo clearly demonstrates a step in the cooking process. Photo essay has descriptive captions. OR Project includes a skill demonstration in the form of a short video. Video is clear and bright. Video demonstrates that the student has practiced a technique from the lessons.	Photo essay contains 5 photos from the cooking process. Photos are clear and tell a story. Photo essay is shared and has some descriptive captions. OR Project includes a skill demonstration in the form of a short video. Video is slightly blurry, dark, or is difficult to see. Video makes it clear that the student has practiced a technique from the lessons.	Photo essay contains 3-4 photos. Photos are sometimes blurry or unclear, and/or lack an obvious progression. Photo essay is missing descriptive captions. OR Project includes a skill demonstration in the form of a short video but the student does not clearly demonstrate the skill. Project includes a skill demonstration in a form other than a video.	Photo essay is missing or contains two or fewer photos from the cooking process. Photos are often difficult to see or understand. Photos lack an obvious progression. OR Skill demonstration video is missing	



FINAL PROJECT RUBRIC

Category of Assessment	4 – Exemplary ☐	3 - Accomplished ☐	2 - Developing ☐	1 - Beginning ☐	Comments
Project Description	Description includes 3-4 sentences describing the dish and the reason for choosing the recipe. Description also includes one sentence about each of the special ingredients. Responses are exceptionally thoughtful and demonstrate a clear sense of self-awareness.	Description includes 2-3 sentences describing the dish and the reason for choosing the recipe. Description includes just one sentence describing the special ingredient. Responses are thoughtful and demonstrate self-awareness.	Description is missing an element or has an incomplete element. Description shows little self-reflection around the recipe and ingredient choices.	Description is missing multiple elements or has multiple incomplete elements. Description shows minimal self-reflection around the recipe and ingredient choices.	



FINAL PROJECT RUBRIC

Category of Assessment	4 – Exemplary ☐	3 - Accomplished ☐	2 - Developing ☐	1 - Beginning ☐	Comments
Reflection	Reflection is in the form of a 5-8 sentence paragraph or 1-2-minute voice memo. Reflection answers one of the three prompts thoughtfully and completely. Reflection uses critical thinking skills to discuss the cooking process. Reflection demonstrates a deep understanding of a concept covered in the previous lessons.	Reflection is in the form of a 5-8 sentence paragraph or 1-2-minute voice memo. Reflection answers one of the three prompts completely but lacks some depth or critical thinking. Reflection demonstrates a partial understanding of a concept covered in the previous lessons.	Reflection is in the form of a 3 sentences paragraph or shorter than a 1-minute video. Reflection answers lack depth.	Final reflection is missing.	